DOCUMENT RESUME

ED 220 113 IR 010 364

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TITLE Library Learning Resources Facilities--New and Remodeled.
INSTITUTION Texas Education Agency, Austin.
PUB DATE [Jun 82]
NOTE 89p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Accessibility (for Disabled); Check Lists; *Educational Facilities Design; Elementary Secondary Education; Furniture; *Learning Resources Centers; Library Collections; Library Equipment; Library Facilities; *Library Planning; School Libraries; Space Utilization; *Specifications
IDENTIFIERS *Floor Plans

ABSTRACT

This guide to the planning and design of school library or learning resources centers (LRC) is divided into two parts. Guidelines provided in the first section cover the planning responsibilities of the district LRC director and the learning resources specialist/librarian; development of educational specifications; location; required spaces; furniture; security systems; accessibility by the handicapped; and special areas such as darkrooms, television and microcomputer center facilities, and teacher workrooms. Also included are sample educational and furniture specifications, recommendations for space allocation, and a check list of the kinds of information needed to develop specifications for a specific LRC. The second part contains floor plans from 43 Texas school library facilities. Information provided for each school includes the name, address, and telephone number of the school librarian or administrator, the grades served, school enrollment, number of library staff, floor space, funding, library holdings, and a brief program description. (ESR)

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Acknowledgements

This publication, *Library Learning Resources Facilities: New and Remodeled,* represents the combined efforts of the Learning Resources Program Directors of Texas, administrators and librarians from contributing districts, and various staff members of the Texas Education Agency. Special recognition for important contributions are extended to:

Mrs. LaVerne Morrison who initiated and publicized the project, collected the necessary information and formatted the material for publication. She provided valuable insights, gave unstintingly of time and effort, and guided the project to fruition. Mrs. Morrison, Education Specialist I, Division of Accreditation, was formerly a staff member of the Division of Instructional Resources.

The Learning Resources Program Directors of Texas for endorsement and encouragement, and particularly to members: Dorothy Baetge, Pasadena ISD, June Kahler Ft. Worth ISD, Mary Lankford, Irving ISD, Nancy Spaulding, Round Rock ISD, and Gretchen Stass, Garland ISD, who served on the review committee and who made valuable recommendations for additions and editorial changes. Their contributions of time and expertise are gratefully acknowledged.

The administrators and librarians who responded to the request for floor plans and information concerning library quarters and who patiently and cheerfully updated that information prior to publication.

Agency staff members who reviewed the publication, Marj Wightman who provided editorial assistance, the Resource Center and Publications staff for phototypesetting, layout and design assistance, and final publication.

Foreword

Library Learning Resources Facilities: New and Remodeled is a publication that was developed in direct response to the many requests from librarians, administrators, and architects for recommendations and floor plans for learning resources center quarters. The purpose of the publication is to provide assistance and suggestions to those individuals who are responsible for planning and designing quarters that will provide an environment to foster a successful learning resources program.

Part I offers the best current thought and state-of-the-art guidelines in school library facilities. Responsibilities for planning, the development of educational specifications, and considerations regarding location and required spaces are treated in this section which is supplemented by Sample Educational Specifications, Furniture Specifications, and Space Recommendations for Facilities.

Part II consists of actual floor plans submitted by interested librarians and administrators. In all cases there is a brief description which includes: name, address and telephone number of the contact person, grades served, enrollment, size of the facility, and size of the book collection, followed by program features. Practitioners have cooperated to identify and to supply floor plans for learning resources centers in which successful programs of services have been implemented.

Raymon L. Bynum
Commissioner of Education

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Part I:
Planning for Library Facilities

Introduction

Learning Resources Centers (LRC) are the storehouses of knowledge and information in schools. The primary objective of schools is to impart this knowledge to students. Therefore, the accumulation of this information should be a priority concern. A parallel priority should be the facilities where this information is housed.

Facilities for the school LRC/Library should be adequate in size, furnishings, and environmental control to promote student learning. The space should be centrally located and designed to encourage students to enjoy reading, listening to, and viewing materials for instruction or for pleasure.

Schools vary in the goals they are attempting to achieve, the instructional patterns practiced, the number of students enrolled, and the grade levels taught. Each of these factors must be considered when planning for a new or remodeled LRC. Well designed space adds interest and motivation to the fulfillment of educational goals, enriches the learning atmosphere, and stimulates students to explore for general interest or to pursue comprehensive study for special projects.

Planning the Facility

Everyone who will use the LRC or be responsible for its management should have an opportunity to submit recommendations regarding the amount and arrangement of spaces, the type and design of furnishings, and the quantity and shelving accommodations. While final authority for all matters concerning a school rests with the local board of education and the school superintendent, they will feel the need to assign responsibilities to staff members with concerns or specializations in Learning Resources.

Responsibilities of the District LRC Director

- Serve on the district planning committee with the superintendent, the board of education, and other staff.
- Use national, regional, and state standards as guidelines in determining what is educationally most advantageous for the specific school.
- Acquire recommendations of consultants, if needed.
- Work with district and campus staff in writing educational specifications.
- Communicate with the architect as needed in developing plans for construction and for placement of furniture and equipment in the completed LRC.
- Recommend changes in building specifications and floor plans as needed.
- Examine any changes in the final blueprint to ascertain that changes are not detrimental to efficient LRC management and use.
- Submit specifications and requisitions for equipment purchases as well as select and requisition other instructional resources.
- Submit, after a reasonable period of time, an evaluation of the facility for use in successive building programs.

Responsibilities of the Learning Resources Specialist (LRS)/Librarian

- Consult with the architect on space allocations and functional relationships within the LRC, furniture preferences and arrangements, equipment and equipment storage requirements, and any special requirements for special programs, activities, or functions.
- Inform the architect of the school philosophy, curriculum design, instructional patterns, user characteristics, and such other information as may be included in a statement of educational specifications. (See p. 10).
- Accept the responsibilities usually performed by the LRC director in schools where there is a supervisor.

Educational Specifications

Educational specifications are statements of the philosophy, objectives, functions, programs, activities, and trends applicable to the particular campus being considered. While the basic statements may originate with the school administration to reflect district goals and objectives, these would not be complete without the inclusion of factors unique to the individual campus. These factors should reflect the ideas that the campus administrators, teachers, and LRC staff agree are desirable to achieve the best possible program for students. They will also result in a center which reflects the educational objectives of the school.

Educational specifications can be written in great detail to describe objectives, functions, and programs, and to list equipment, floor space, and furniture needed for the various functions. In smaller schools, less comprehensive specifications may be sufficient for use by the architect. Examples of specifications can be found in Sample Educational Specifications, pages 10-15.

Location of the LRC

The LRC should be centrally located, on the ground floor if possible, and near the classes that use the facility most frequently. By giving the LRC a central location, the concept of the LRC as an integral part of the total school program is reinforced, materials can flow more readily into the teaching areas, and resources are more visible and attractive to students. Locating the LRC near noisy areas such as the lunch room, band hall, or playground should be avoided. Other considerations include locating the facility so that it can be made secure when it is to be open beyond the regular school day. Easy access to an exterior loading area is advisable if the LRC is to be used as the distribution center for films or heavy equipment. If school expansion may be needed at a later date, the LRC should be located so an enlargement could be accomplished with minimum expenditure and disturbance of the existing facility.

Adequate lighting is essential. However, a design incorporating extensive use of windows, though these may add to attractiveness, diminishes energy efficiency, interferes with use of projected visuals, eliminates spaces where shelving and storage may be needed, and severely limits options for room arrangement.

These recommendations may also be applied to schools in older buildings when remodeling is considered. Classrooms, halls, auditoriums, cafeterias, and gymnasiums can be converted to attractive and functional LRCs, if properly planned and constructed. While a new LRC which must be built as an annex to an older building cannot include all the suggestions, as many as possible should be considered as plans are developed. Any remodeling should be architecturally compatible with the style of the building of which it is a part.

Required Spaces

Space requirements in an LRC are determined by its functions. These may vary according to the unique needs and instructional patterns of schools. In addition to activities involving reading, listening, viewing, and browsing, other functions will include: maintenance, processing and inventorying procedures; preparation of instructional displays; circulation of materials and equipment; production of materials; instruction in the use of materials; and supervision of individual, small and large group projects. Smaller schools wili need to plan so that a single space can accommodate multiple functions, while larger schools may need to provide more than one space to accommodate a single function.

When possible, the design should be flexible so necessary changes will enhance the effectiveness and attractiveness of the LRC. Movable shelving, screens, and display boards will enable the staff to differentiate areas, change areas as functions or programs change, and improve management or supervision.

Reading Room. This area is also used for viewing, listening, shelving printed and audiovisual materials, circulating materials. It often includes an informal lounge area where students and teachers may read newspapers and magazines or have informal discussions related to class work or special interests.

The reading room is the largest of the space assignments in the LRC and should be large enough to accommodate no less than ten percent of the student body at any one time with 30-40 square feet of floor space for each student. Schools emphasizing individual study and using a large number of carrels will need the larger space. In large schools, the reading room should be divided into smaller spaces so that no more than 100 students are seated in a single area. Movable furniture and shelving can be used to differentiate such areas.

The card catalog and other indexes (keys), copy machine, microform readers, open shelving for printed and audiovisual materials, reference collection, circulation desk, bulletin boards and display cases are located in the reading room. Shelving patterns will vary according to whether the audiovisual materials are to be interfiled with printed materials or placed in special files and/or cabinets. Elementary schools may provide a storytelling area with access to a screen and projection equipment.

Reading area furniture should be purchased with the specific needs of the user in mind—appropriate in size and design. Since this will be the busiest area in the LRC, careful consideration should be given to the traffic flow, to the "noisy" and "quiet" areas, and to the location of staff desk(s) for ease of supervision. The area should be attractive and inviting in order to encourage students to use the resources and services.

LRC Classroom. A multipurpose classroom where group instruction can be given on how to use the LRC or for other instruction should be located adjacent to the reading room. When acoustically treated, this room can also be used for showing films, viewing TV and video tape programs, listening to or recording audio tapes, and a variety of group activities. Appropriate electrical outlets and TV cable connections should be built in. Shelving around the walls can be used for storage of infrequently used materials and/or equipment.

Conference Rooms. Depending upon the school enrollment, a number of smaller rooms, each approximately 150 square feet in area, are available for use by small groups for discussions, committee work, or for group viewing and listening activities. Sufficient electrical outlets with adequate current are essential if the conference rooms are to function effectively. Screens and other provisions for projections are necessary, as are light control and acoustical treatment. TV viewing capabilities, comparable to those installed in the classroom, should also be made available in the conference rooms. A portion of the wall or door should be made of glass to allow for supervision of the area. The number of conference rooms needed depends upon the size of the school and the educational program to be implemented. Most schools will need one to three conference rooms.

Workroom. The amount of space required for the workroom where materials are to be processed will depend upon the anticipated work load and the number of staff members responsible for it. Large schools, where most of the processing is done at the individual campus, will need more space than the LRC where materials are purchased preprocessed, or where most of the processing is done at the district level. An outside entrance will permit easier loading and unloading of deliveries. Glass inserts in the interior wall of the workroom will enable staff to observe/supervise students in the main reading area. A typing desk, shelves, drawers, and counter height cabinets and work tables should be designed for economy of staff time and energy. In an average school, 300-400 square feet of floor space is adequate. Larger schools will require more space. In small schools this space may be combined with other areas such as equipment storage or the librarian's office.

Production Area. Many factors must be examined in determining the amount of space needed for production. First, is production to be the responsibility of the LRC staff exclusively or will teachers and students be routinely involved in developing materials? Second, what type production is to be performed: typing, duplicating, laminating, dry mounting, photographing; making transparencies or color lifts, lettering signs or posters; recording voices or music, editing media for presentation; producing, duplicating, or off air video taping? A minimum of 800 square feet is needed for the production room with additional space required if students are to use the room or if highly sophisticated kinds of production are being considered.

Basic requirements include adequate numbers and capacity of electrical outlets, sound proofing for audio production, storage cabinets and drawers for equipment and supplies. Acoustical treatment includes elimination of sound from the public address system and bells marking class periods. Installation of air conditioning vents permits use of solid rather than louvered doors. A safety light placed outside the door to the darkroom will prevent light entry during film development. Work counters, water, chemical resistant sink, and if a photolaboratory is proposed, a dark area are necessary. Booths in or adjacent to the work area will provide darkening and soundproofing needed for previewing and recording audiovisual productions. One booth should be large enough to accommodate handicapped students.

Storage. A storage area should be located near an exit to the hall, the circulation desk, or the production area. It should be carefully designed so that shelving and cabinets are of the correct height and depth for the equipment and other limited access resources which are to be stored when not in use. The storage of projectors, recorders, microphones, maps, globes, realia, circulating framed pictures, models, sculpture, batteries, bulbs, extension cords, converters, and frequently needed spare parts will require an area of 600 square feet in a school with an enrollment of 1,000 students. When maximum security is a factor, the entry to the equipment storage area should be a solid rather than louvered door. Other security devices may also be considered.

Larger schools will need additional space based on the quantity and type equipment to be stored. Smaller schools may combine the storage space with other areas. In some schools, two smaller areas may work better than a single large area, particularly for the storage of such items as back issues of periodicals, and minor repair or maintenance of equipment and supplies. Here, too, adjustable shelving is more desirable than rigid shelving.

Offices. Approximately 150 square feet of floor space should be allotted for the office of each staff member. In schools with only one staff member, the office should allow easy supervision of the reading room, conference rooms, and the production area. Space for additional staff members and the location of their office(s) may be determined by individual job responsibilities. Those responsible for audiovisual materials, equipment, and production may have an office located near the production room. Paraprofessionals responsible for processing may have offices near the workroom.

Satellite Centers. In multi-storied or large buildings, materials may be more accessible if housed in selected collections near the area where related classes are held. Examples include vocational materials, displays and/or exhibits, departmental collections, or equipment that would have to be moved from one building location to another. The size and location of these centers should be determined by functions and by the number of staff members available to direct them. All resources available for student or teacher use should be cataloged and organized through the LRC so they may be easily located whether on permanent or temporary loan to a teacher or satellite center. This should be considered in the planning process so that management of the satellite centers is adequate to maintain and account for the resources. Shelving, storage, and circulation facilities should be functional and comparable in quality to that in the main LRC. Schools should be aware of the increased costs resulting from duplication of materials and adding additional staff.

Special Areas

Darkroom. For processing photographic prints, a room of 150-200 square feet, located near the production room, is needed. A chemical resistant sink with running water, electrical outlets, light controls, safety light, and refrigeration are essential along with adequate counter space and ventilation.

Television Facilities. The school LRC is the logical place for operating a centralized system for receiving, storing, and redistributing television broadcasts received from outside or produced on the campus. Such a system should include multichannels so programs may be received through monitors in each classroom. In building a new or remodeling an old facility, the initial installation of such system will enable the school to acquire equipment compatible with a system to be installed later. Portable equipment is, however, more flexible and economical.

Most districts will not find facilities for extensive video production at the campus unit cost effective; most likely they will choose to originate production from a district studio. Campus level production is possible through ministudios and portable videotape units. If a centralized system is installed, it should be planned so computer technology can be applied to the teaching-learning process and to automated routines through use of terminals accessing remotely stored information. Both bibliographic data from external networks and local programs for computer assisted instruction can be accessed through such a system.

The amount of space required for production and/or distribution of TV programs will be determined by the amount of equipment to be used, with special consideration given to the height of the ceiling where special lighting is required, soundproofing for audio production, props to be used, and special cabinets for materials and supplies.

Microcomputer Center Facilities. The single microcomputer housed in the LRC will not require the use of a specific area. As the school moves toward the establishment of a microcomputer laboratory for instructional uses, the LRC should provide a SECURE site for shared access by students and faculty. Space considerations must include storage for the growing collection of commercial and locally produced course ware as well as for reference materials and review and evaluation sources for computer hardware and software. Additional building security may be required if the microcomputer center is to be accessible to students in the evenings or on weekends, or if the center is to be used for professional development activities for teachers at times when students are not in attendance. Since the microcomputer center may also function as a demonstration site for LRC management applications—cataloging, indexing, abstracting, circulating, and inventorying—its location adjacent to other LRC administration areas is highly desirable.

Teacher Workroom. Every LRC should have a special place where teachers may preview materials, duplicate or produce items for classroom use, and access professional literature. The options for providing this facility include a teacher workroom adjacent to the LRC with duplicating, listening and viewing, and production equipment and supplies, work counters, shelving for books, and cabinets for supplies; or, special furniture configurations in the main reading room for previewing materials, shelving professional literature, and using the LRC production facilities for making teaching materials. Regardless of which method is used, the addition of an area situated away from contact with students will make the LRC complex a more inviting place for teachers and stimulate their use of LRC resources and services. A combination teacher workroom/lounge is not practical; the two areas should be separate.

Electrical Outlets. *The most frequently observed deficiency in otherwise statisfactory LRCs is an inadequate number, placement, and capacity of electrical outlets.* Outlets may be placed in walls, floors, ceilings, or in upright conduits with each type having advantages and disadvantages. Preplanning for audiovisual equipment is required to make sure a sufficient number of circuits are accessible at any given time. In addition, the outlets should be placed for convenient use—not on the wall behind shelves where books are to be placed—and so there will be some latitude for rearranging furnishings. The educational specifications should indicate to the architect the number and types of equipment to be used; so he or she may plan the future use of equipment most effectively.

Furniture

Furniture in the LRC should be functional, aesthetically pleasing, and in harmony with other areas of the building. Standard furniture purchased from a reliable manufacturer will be most satisfactory since the construction will be sturdy, have a longer life expectancy, and can be selected to fit specific needs.

Shelving. A variety of shelving is available from library furniture companies. Shelving can be placed around the perimeter of the LRC and in parallel rows a minimum of three feet apart to form a "stacks" area. Counter height (42") shelves can be placed throughout the LRC to identify special areas. A good arrangement allows traffic flow so entering students arrive first at the card catalog and other indexes and then proceed to the shelving before moving to reading, viewing, and listening areas. With this arrangement, entering students do not disturb those who have chosen their materials and are working.

Flexibility in rearranging furniture as program needs change can be achieved by having movable shelves—smaller wheels for hard surface floors and larger wheels for carpeted floors. Special types of shelving are needed for periodicals, newspapers, displays, equipment, and, when not intershelved, for audiovisual materials. Height of shelving will be determined by the age of the student users. AVOID HIGH SHELVING WHICH STUDENTS CANNOT REACH! Stools and chairs for climbing are hazardous! Shelves should not be more than two-thirds filled, partially to allow for expansion of the collection but also for ease in reshelving books and to prevent damage to books that are packed too tightly. In new schools opening with fewer than maximum expectations for the collection, it may be wise to plan for shelves to be originally no more than one-third filled. Shelving for picture books should have adjustable dividers.

Tables. As with shelving, tables can be purchased in a variety of styles and sizes and should be selected according to program and user needs. Large tables are generally less desirable than tables for no more than six students. Although the standard 36" X 72" tables can be arranged for greater economy of space, this is a monotonous, less attractive and more restrictive plan.

Special tables are needed for indexes, for an informal lounge area, and for other special purposes. The ages of students will determine the height of tables to be purchased.

Carrels. Carrels provide a degree of privacy and, for this reason, are popular study stations. When electrically wired, they can be used for reading, viewing and listening. Visual privacy on three sides is preferred, with side panels extending beyond the work surface. Care should be taken in the carrel design and placement so that there is sufficient light without shadows to permit comfortable use. Where lighting may be a problem, light fixtures may be required in the carrels. Carrels may be purchased as single units or in groups with plug strips providing electrical inputs for every station as well as jacks for connection with the building's master television antenna. The simplest carrels can be constructed as dividers used on a standard library table, acoustically treated, and equipped with plug strips and jacks. Height of the carrels should be appropriate for the users.

Chairs. Since students differ in size, the LRC should have chairs of different sizes. Different types of chairs are needed for different purposes—reading chairs, with or without arms, for use at tables and in carrels and lounge chairs for concentrated reading for longer periods of time or in the current periodical area. A variety of cushions may be used in the primary/elementary school where children can browse or read while sitting or reclining in a more relaxed posture.

Special Furniture. Several pieces of special furniture are also needed. A circulation desk with units added as appropriate for type circulation system to be used, a book return section, typing well, card storage, and other storage is essential and should be suitable for the age group that will be checking out materials. Standard office furniture for the librarians' office(s), drafting and work tables for the production/teacher's work area, filing cabinets including some of legal size for storage of transparencies, atlas and dictionary stands, and storage cabinets for recordings, filmstrips, and posters are items which may also be needed. Selection of all furniture should be made according to

the program to be implemented, the age and size of the students, and the number of students enrolled or the size of the LRC. Specifications for shelving, tables, chairs, and carrels can be found in Furniture Specifications, page 16.

Security Systems

With increasing frequency the incentive behind school break-ins is the theft of such items as tape recorders, TV equipment, cameras, and electric typewriters which may be housed in the LRC. As a deterrent to such theft, special security measures should be taken. Limit the number of doors to the extent possible, use solid doors, and provide secure locks, particularly to rooms or areas where audiovisual equipment is stored. Avoid placing equipment near large sections of windows if it cannot be moved to a more secure area at night and over weekends. Various alarm systems are available for installation in sections of the district having a high incidence of crime. Past experience can serve as a guide in determining the advisability of this expenditure:

> A theft detection system installed to prevent unauthorized removal of books and other materials from the LRC is relatively expensive. However, schools having a high book loss may find that the cost for replacement of lost books over a two or three year period will exceed the cost of the system. An examination of both full circulation and by-pass systems should be made prior to final determination since placement of the gates in relation to the circulation desk may be a deciding factor.

Accessibility by the Handicapped

Section 504 of the Rehabilitation Act of 1973 requires that handicapped people be included as beneficiaries of programs, resources, and services offered by institutions receiving Federal financial assistance. The term "handicapped" includes any person with orthopedic disorders. This means that the programs, resources, and services offered by a library must be accessible by handicapped persons, including those in wheelchairs.

The architect will be aware of requirements regarding entry ramps and hall and door widths necessary to accommodate students in wheelchairs. Information which may be helpful in determining the amount of space between tables and shelving inside the LRC includes:

- Most wheelchairs are 2'3" to 2'8" wide.
- Three feet of space between shelves or shelves and tables will permit the student to browse between shelves.
- The average adult in a wheelchair can reach no higher than five feet. Materials which are housed higher than five feet must be reached and delivered by an assistant, either the LRC staff or a student.
- Doorways or furniture arrangements providing entry into special areas should be wide enough for a wheelchair to pass through without difficulty.
- Sharp corners may prove difficult for the wheelchair student to negotiate. When possible, direct main traffic flow so that sharp corners do not become obstacles.

Sample Educational Specifications

The architect should be provided with information necessary in designing the most functional and attractive school possible within the budget. Specific details regarding the educational program to be implemented will help the architect to visualize the areas that are needed and the functions each is to support.

This detailed information is especially necessary when building or remodeling an LRC. Educational specifications developed by the staff and teachers can help the architect design a plan appropriate to the educational needs of that campus. This advance work also gives the staff an opportunity to specify functions, equipment, and facilities necessary to implement the desired program.

Information that should be provided includes:

- Number of students enrolled or expected to be enrolled.
- Number of students normally expected to use the LRC at any one time—or maximum number using the LRC at peak periods of the day.
- Age range of students—table and chair size, shelf height, carrel measurements.
- Number and type books to be in the collection—number of feet of shelf space, shelf width, bins.
- Size of periodical and newspaper collections—display of current issues, storage, and retrieval of back issues.
- Number and types of audiovisual equipment—storage, lighting, outlets, use in LRC, delivery to classrooms, production, repair.
- Amount and types of nonprint materials—patterns of usage, storage, and retrieval.
- Professional collection/teacher workroom—books, periodicals, production, previewing, duplicating.
- Work and office areas for librarians(s)—processing and/or repairing materials, ordering, maintaining business records, supplies (AV and print).
- Classroom area—teaching use of the LRC, large group research, group viewing and listening.
- Conference areas—small group instruction, committee activities, discussions, production, conferences.
- Caution is urged with regard to costly built-ins which frequently restrict flexibility and future uses.
- Circulation area.
- Lounge or informal area.
- After hours use pattern—evenings, weekends, or summers.
- Viewing, listening, and storytelling areas.

- Reference area—reference materials, catalogs.
- Tables and chairs for general reading or LRC use.
- Darkroom.
- Production room—TV and recording studio.

The following "sample" specifications are not intended to represent the "ideal" facility for any school. Rather, they are designed to show the kinds of information the architect needs and possible formats in which it can be presented. They are not comprehensive in coverage nor proportionate for the grade levels, quantities of resources, or enrollment. In each school situation, the staff should consider the resources and services expected when the LRC is completed as well as what can be expected in the future to assure adequacy of storage, shelving, study, and work areas. Most LRC collections grow with the years. Failure to plan for growth can result eventually in inadequate facilities or expensive remodeling.

Sample Specifications

"X" Primary School

"X" Primary School has an average daily attendance of 300 children, grades K-3. The LRC is open for use one hour before and after official class periods. Teachers and children are encouraged to come to the LRC at any time to pursue individual interests, complete classroom assignments, learn skills, or participate in group projects. In addition, each class is regularly scheduled to come to the LRC for one period per week at which time there may be as many as 50 children in the center. The center is staffed by one full-time professional, one support staff member, and volunteer assistants.

Maximum utilization of the LRC can be achieved if the facility is centrally located for easy access and designed so that it can be opened for use in the evenings, summers, or other times when the remainder of the building is unsupervised. Space allocations should accommodate a student listening/viewing area for individuals and groups, conference areas, teachers' work area, librarian's office and work area, storage area for AV equipment, circulation area, and reading area sufficient in size to seat a minimum of 50 pupils. Seating may be at low tables, carrels, or on various types of cushions and on carpeted floor areas.

The budget provides for purchase of one item of instructional material per pupil per year. With an average loss or discard of 50 items each year, the collection can be expected to increase by approximately 250 items annually.

Included in the materials collection are books, magazines, transparencies, slides, filmstrips, microfiche, posters, pictures, audio tapes, games, models, maps, globes, and atlases—all of which may be used in the LRC or checked out.

Equipment in the LRC collection includes six overhead projectors, one laminating drymount press, one duplicating machine, four record players, 15 cassette tape playback machines, six cassette tape recorders, two slide projectors, five filmstrip projectors, five filmstrip viewers, two sound filmstrip projectors, one Kodak Ektographic Kit, one opaque projector, four 16mm film projectors, one microfiche reader, one or more microcomputers, three book carts, and five carts for transporting equipment to other parts of the building. To accommodate these materials, equipment, and related services, the following is recommended:

- 2,000 sq. ft. of floor space, carpeted, and with other appropriate acoustical controls.

- 360 linear ft. of adjustable book shelves, 42" in height, located around the wall with additional single or double face counter height adjustable shelving on casters for placement as needed to define interest or use areas. (40 3-ft. sections, 3 shelves high, 2 sections of which should have slanted shelves for current periodicals.)
- 10 carrels with electrical outlets and screens.
- 150 sq. ft. room for professional materials to include 48 linear ft. of adjustable shelving for books, periodicals, and software above a counter height storage and work area.
- 200 sq. ft. librarian's office.
- 400 sq. ft. production and equipment storage room.
- two 150 sq. ft. conference rooms.

Sample Specifications

"Y" School

Total school enrollment_____

Number using LRC at peak periods_____

Ages of users_____to_____

Patterns of usage (check appropriate items)

Highly individualized_____

Regularly scheduled classes_____

Unscheduled classes_____

Classes scheduled upon request_____

Open to individuals or groups at all times_____

Limited availability at times other than scheduled periods_____

Before School_____ Evenings_____

After School_____ Summers_____

Other_____

Resources (quantity)

Books_____

Regular size_____

Picture_____

Encyclopedias/reference_____

Periodicals_____

Current_____ Back issues_____ (microfiche)_____

Filmstrips_____

Records_____

Audio tapes_____

Posters/charts_____

8mm films_____ 16mm films_____

Microfiche_____ Microfilm_____ Transparencies_____

Other_____

Equipment_____

Overhead projectors_____

Laminating/dry mount press_____

Duplicating machines_____

Record players_____

Cassette tape players/recorders_____

Standard tape recorders_____

Slide projectors_____

Filmstrip viewers_____

Filmstrip projectors_____

Opaque projectors_____

8mm film projectors_____

16mm film projectors_____

TV monitors_____ Cameras_____

Book carts_____ Equipment carts_____

Other_____

Space (in sq. ft.)

Main reading area_____

_____Conference rooms, _____sq. ft. each

Listening and viewing area_____

Classroom_____

Professional collection_____

Audiovisual equipment storage_____

Office(s)_____

Circulation_____sq. ft. near_____

Periodical storage_____

Production_____

Other_____

Furniture

Tables_____, height_____

Tables, reference_____, height_____

Chairs_____, height_____

Chairs, lounge_____

Carrels_____

Shelves*, book_____, height_____

Shelves*, periodicals_____, height_____

Shelves*, AV_____

Circulation desk_____ (with built-in book drop)_____

Office desk(s)_____ chair(s)_____ files_____

Files_____, size_____

*All shelving should be adjustable.

Chart racks_____

Atlas stand_____

Bins (recordings)_____

Card catalog_____

Cabinets, filmstrip_____, record_____ 8mm film_____ cassettes_____

Other_____

Furniture Specifications

Shelves (adjustable)	Depth	Height	Capacity
Standard Books	8''-10''	5'-6' elem. 6'-7' sec. 42'' counter-height	10 books per ft.*
Reference Books	10''-12''	5'-6' elem. 6'-7' sec. 42'' counter-height	6 books per ft.*
Picture Books	12''	42''	20 books per ft.* with adjustable dividers
Periodicals	12''	5' elem.	1 per shelf ft. display—current
		7' sec.	1 per shelf ft. display—current

Shelf sections should not exceed three feet in length.

Tables	Width	Height	Length	Round
Elem.	3'	25''-28''	5'-6'	4' diameter
Jr. Hi.	3'	27''-30''	5'-6'	4' diameter
Sr. Hi.	3'	29''-30''	5'-6'	4' diameter
Chairs				
Elem.		14''-17''		
Jr. Hi.		16''-18''		
Sr. Hi.		18''		
Carrels	**Width**	**Height**	**Depth of Desk**	**Depth of Unit**
Elem.	36''	25''-28''	24''	36''
Jr. Hi.	36''	27''-30''	24''	36''
Sr. Hi.	36''	29''-30''	24''	36''

Allow nine square feet of floor space per carrel.

Card Catalog

The height of the card catalog should be below the eye level of the students and purchased in add-on units. The number of drawers needed is calculated by multiplying the number of titles by three and allowing 1,000 cards per drawer.

Charging Desk

The height and size of the charging desk should be determined by the age of the students and the number enrolled. It may be purchased in units designed for different functions to be performed. Examples: typing well, book return, charging machine, and cupboard units.

*Shelves should be no more than two-thirds full and only one-third full in new schools.

Space Recommendations for Facilities

The following recommendations for the amount of space to be provided for the various functions in an LRC are general. Adherence to these recommendations, however, would assure adequate space for an excellent center supporting the school's educational program. Since many of these spaces may be overlapping, DO NOT ADD THEM TOGETHER TO ARRIVE AT A TOTAL SQUARE FOOT RECOMMENDATION FOR THE LRC.

AREAS	Up to 500 ADA	500-1000 ADA	Over 1000 ADA
Circulation Area	500 sq. ft.	800 sq. ft.	800 sq. ft. +

This includes sufficient space for the circulation desk unit, displays, copy equipment, a catalog (card or book) near the reference collection, and periodical indexes adjacent or convenient to current, back issues, and/or periodicals in microforms.

Reading, Viewing, Listening Area	15%-30% of enrollment at 40 sq. ft. per student with no space less than 1200 sq. ft.	15%-30% of enrollment at 40 sq. ft. per student	

Sufficient space is allowed for tables and chairs; browsing; lounging; carrels wired for viewing, and listening; traffic around circulation desk, catalog, stacks, vertical files, and other free-standing or mobile equipment.

Small Group Viewing and Listening	120 sq. ft.	120 sq. ft.	120 sq. ft.

Small group viewing and listening may occur in the main reading area or in small rooms which can also serve as conference areas for small groups. Screens, acoustically treated surfaces, and sufficient electrical outlets and light control are provided.

Conference Areas	1 conference room 120 sq. ft. May be combined with small group viewing and listening area	3 conference rooms, each 150 sq. ft.	3 conference rooms each 150 sq. ft. with additional rooms if needed

Movable walls make possible a more efficient use of space provided for conference areas. Light control, acoustical treatment, and wiring and outlets for use of projection and viewing equipment are necessary.

Classroom	900-1000 sq. ft.	900-1000 sq. ft.	900-1000 sq. ft. Larger schools may need additional class rooms

The classroom is located adjacent or convenient to the reference collection and catalog, is equipped for audio and/or visual presentations, has tables and chairs suitable for class activities, including production, and can be used for shelving or housing infrequently used materials.

Administration	120 sq. ft. for staff office	120 sq. ft. office for each LRC staff member	120 sq. ft. office for each LRC staff member

Small schools may combine workroom/storage/office areas. In larger schools a separate office is desirable. This area opens into the main reading-listening-viewing area and has glass panels making supervision easier. Larger schools have more than one room.

Work Space	May be combined with office space above	300-400 sq. ft.	300-400 sq. ft. or additional space as needed

All workrooms include adequate work space, with a carefully planned counter (18-24 inches deep) with vinyl or formica top and work-type sink, various sizes storage drawers and cabinets, knee-hole spaces below the counter and open shelves above. A counter of two heights is desirable, especially where workroom and office are combined.

Equipment Storage/ Distribution	May be combined with conference room, classroom, or production area	400 sq. ft.	400 sq. ft. plus additional space as needed for equipment

Larger schools may plan for decentralization of equipment storage for easier access by users. Storage of equipment used in the LRC must be provided in the main storage area with adequate security provisions.

Maintenance and Repair		120 sq. ft. if maintenance is a campus responsibility	120-200 sq. ft. if maintenance is a campus responsibility

Space may be located in the storage area. Where maintenance of larger equipment is not provided at the district office or by an outside agent, additional space is required.

Media Production Laboratory	Combined with work space/equipment storage	800 sq. ft. Additional space if students produce materials	800 sq. ft. Additional space if students produce materials

Space and equipment are determined by quantity and types of media produced. Provision is made for humidity and sound control when appropriate.

Darkroom	150 sq. ft.	150-200 sq. ft.	150-200 sq. ft.

Sinks with running water, electrical outlets, and light control are necessary when photography is included in the school's production program.

Professional Collection	May be combined with other areas	600 sq. ft.	600 sq. ft. plus extra space if needed

Space for tables and chairs, previewing of print and audiovisual materials, and group meetings is provided in the area where the professional collection is housed.

Stacks	Shelf space for 20 items per student	400 sq. ft.	400 sq. ft. plus extra space as needed to shelve 20 items per student

The amount of space needed for stacks is calculated on the basis of the number of items to be shelved and the shelving arrangement for audiovisual materials. See Space Recommendations for Facilities, page 17.

Magazines/Newspapers	Adequate shelving for current and back issues of periodicals and newspapers	400 sq. ft.	400 sq. ft. plus additional shelving for hard copy periodicals or readers if in microform

Schools with copying equipment, microforms and readers and/or reader printers, as well as files of back issues of magazines provide space convenient to the *Readers Guide to Periodical Literature*.

Special Facilities

Computerized learning laboratory. The laboratory is a part of the LRC and has response capability.

Radio and/or television studio. These functions may be provided from the district center. If provided at the campus unit, sound and light control and storage for props, equipment, and supplies is necessary. A television studio requires 1,600 sq. ft. of floor space, 15 ft. ceilings, and a 14 x 15 ft. door. Facilities are determined on the basis of appropriateness for the school's program.

Part II:
Successful Programs and Floor Plans

Comanche Elementary School
Ft. Stockton ISD
P.O. Box 1628
Ft. Stockton, TX 79735

CONTACT PERSON:
Peggy Wiseman, Librarian (915) 336-3582

HOURS:
8:15-4:00 daily

GRADES:
2 and 3

HOLDINGS:
7,000—20 books per student

ENROLLMENT:
350

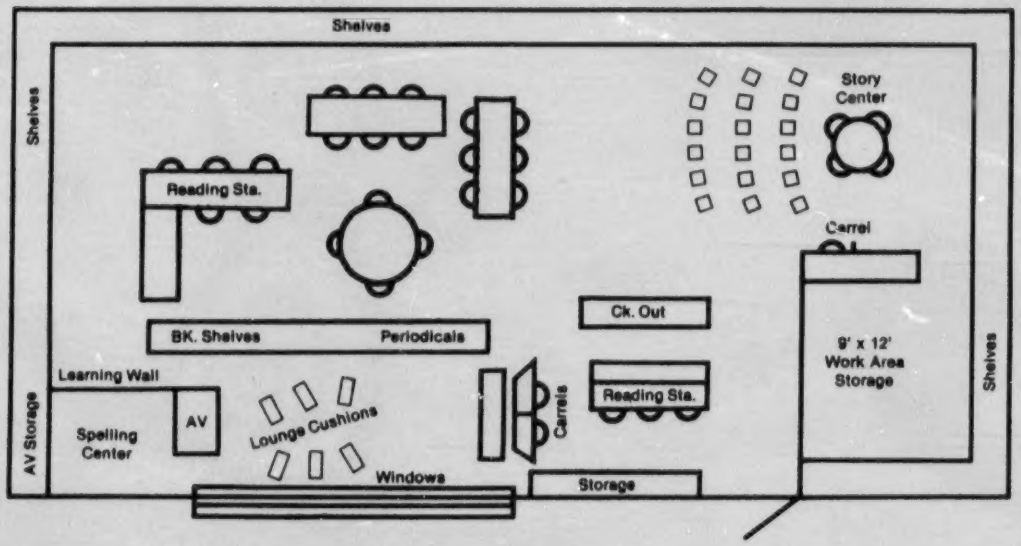
FLOOR SPACE:
Approximately 1,450 sq. ft.

STAFF:
1 full-time librarian
1 full-time library aide
student assistants

PROGRAM DESCRIPTION:

Comanche Elementary School (2-3) has completed the first year implementation of its Library/Learning Resource Center. The Comanche project represents a shift of emphasis from the traditional to greater use of the facility and resources as a Learning Resources Center. Materials are both commercially and teacher produced.

The primary goal of the center is reading motivation with a secondary goal of reinforcing second and third grade student competencies. In addition to an ample supply of books, Comanche LRC utilizes learning centers, 16mm film, filmstrips, tape players, slide presentations, opaque learning wall, and opaque projectors. Educational television will be added during the next school year. All furniture is free standing to allow rearrangement of activity centers and to promote use for individual, small group, and large group instruction.



Little Cypress Primary School
Little Cypress-Mauriceville ISD
Route 8, P.O. Box 1065
Orange, TX 77630

CONTACT PERSON:
Mrs. Karen Boyd (713) 886-2884

GRADES:
K-3

ENROLLMENT:
Approximately 650

STAFF:
1 full-time librarian-media specialist
1 full-time library aide

FLOOR SPACE:
882 sq. ft. media center
147 sq. ft. librarian's office and workroom
80 sq. ft. teacher's workroom

HOLDINGS:
Approximately 7,360
Approximately 2,000 volumes are housed in classrooms as reference and classroom libraries

PROGRAM DESCRIPTION:

Little Cypress Primary School is located in a middle-to-high socio-economic community which is very supportive. The PTA contributes annually to the library in the form of books, audiovisual materials, equipment, and even stuffed animals. The PTA also sponsors a Parent Volunteer Program which enables the teachers and library personnel to receive additional help during the school day. Media personnel assist teachers and students in locating materials, both book and non-book, and suggesting activities to correlate with units.

The library opens at 7:45 each day and the staff helps children to select and check out books—from 8 to 8:30 a.m. each morning—before classes begin. Library classes, except morning kindergarten classes, are scheduled in the afternoon permitting second and third graders to use the library in relation to their structured classes. They may come in and check out books or do research during this time. Children are scheduled to come to the library each week and are introduced to books and their authors and library skills. The schedule is flexible.

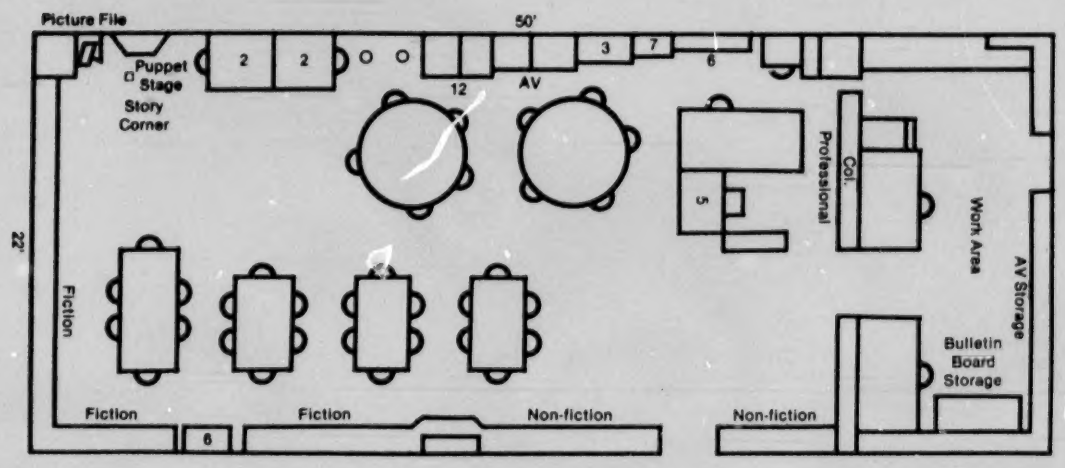
In a regularly scheduled class for first, second, and third graders, the students may check-out a library book or read magazines for ten or fifteen minutes. The remainder of the thirty minutes is spent with the staff in story time or in teaching a particular skill or concept. The stories selected correspond to a skill being taught. For example, when teaching collage as a type of art used in illustrating, Ezra Jack Keats' books are read aloud and then discussed. PLUS (Program of Learning for Unique Students) teachers requested thirty minutes of skills or stories each week relating to a skill being taught. The students therefore check out their books before school. Kindergarten students are introduced to the library and books through story time appropriate for their level. To instill care of books and good library manners, the staff rotate story time with "looking at books"; the children swap books as we read to each child the titles and authors. Class work is correlated with library activities. Collages and book markers are made each year, judged, and the winners displayed in the library. Third graders write book reports which are judged on content and handwriting; corresponding art projects are judged for their artistry. Winners' works are displayed for Open House. Special projects and products created by classes wanting to share their experiences with the school are displayed in the library.

Every classroom has been provided with a listening station consisting of a record player, cassette recorder, eight headphones, and a jack. These are used by the teachers in their program of individualized instruction. The library-media center houses many excellent audiovisual and printed materials. Requests by students and teachers for materials from other campuses in our district are

filled. Most audiovisual equipment is stored in the team leaders' classrooms and shared on his/her grade level. Additional equipment is stored in the library. Grade level inservice meetings are held to demonstrate operation and preventive maintenance of new equipment and to introduce teachers to new materials for evaluation. Teachers are notified of arrival of items which they requested.

Transparencies and spirit masters for individualization of instruction are produced in the library workroom. A special 8' x 10' portable building houses duplicating and laminating equipment. Media staff handle all materials from the Education Service Center.

Needs assessment is a continuous process. Teachers are encouraged to suggest materials and equipment for purchase. Goals, objectives, and textbooks influence materials and services to be provided. Ongoing evaluation occurs through circulation data, administrative review, and user opinion surveys. Interest centers, bulletin boards, book jackets, and realia are used to create a warm and inviting atmosphere and beckon children to explore the world of books.



Number Codes

1. Stacks
2. Carrels
3. Card Catalog
4. Audiovisuals
5. Circulation Desk
6. Periodicals
7. Reference
8. Workroom
9. Office
10. Lounge Area
11. Listening Stations
12. File Cabinets
13. Conference Room
14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

Annie Sims Elementary School
Mt. Pleasant ISD
1801 East First
Mt. Pleasant, TX 75455

CONTACT:
Mr. Robert Rountree, Supervisor of Libraries,
Mt. Pleasant ISD (214) 572-9536

GRADES:
K-3

ENROLLMENT:
337

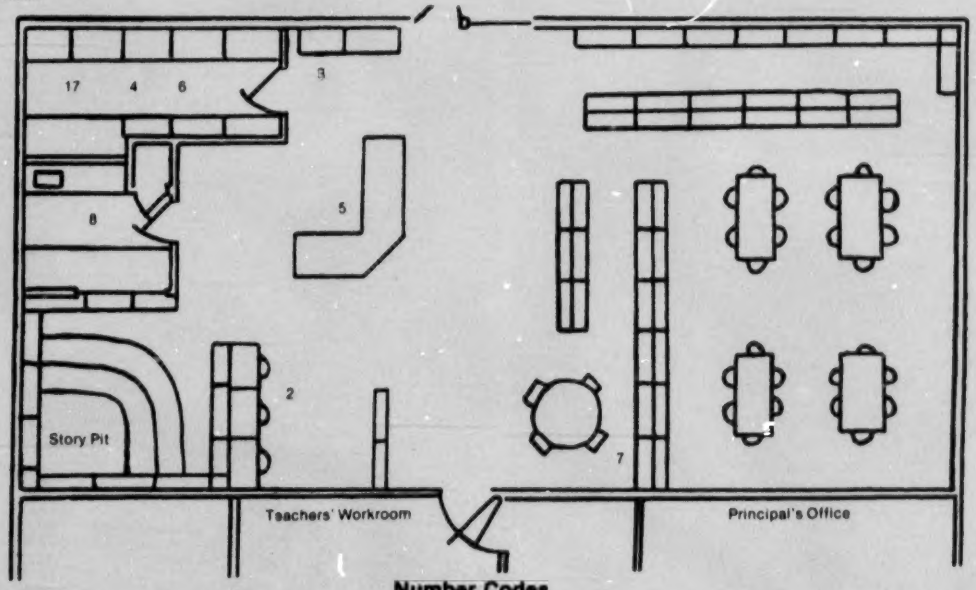
STAFF:
1 library aide (Materials processed centrally)

FLOOR SPACE:
1,563 sq. ft.

HOLDINGS:
4,130 volumes
753 audiovisual software items

PROGRAM DESCRIPTION:

The LRC/Library has been added to the existing building adjoining the principal's office and teachers' workroom. It is air-conditioned and arranged to accommodate a group for story hour and a teacher directed class at the same time. Carrels are provided for individual listening and viewing. Weekly story hours are scheduled for each class. At this time books are chosen for classroom use during the coming week. As pupils grow in maturity and reading level, books are also chosen for home use. Older pupils have a weekly scheduled library visit and are allowed to come individually with teacher permission. A district scope and sequence is followed for library skills instruction. Occasional library activities are planned for these grades; i.e., public library field trips, story hour, poster contest.



Number Codes

1. Stacks
2. Carrels
3. Card Catalog
4. Audiovisuals
5. Circulation Desk
6. Periodicals
7. Reference
8. Workroom
9. Office
10. Lounge Area
11. Listening Stations
12. File Cabinets
13. Conference Room
14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

E.C. Brice Elementary School
Mt. Pleasant ISD
310 East Magnolia
Mt. Pleasant, TX 75455

CONTACT:
Mr. Robert Rountree, Supervisor of Library Services (214) 572-9536

GRADES:
K-3

ENROLLMENT:
305

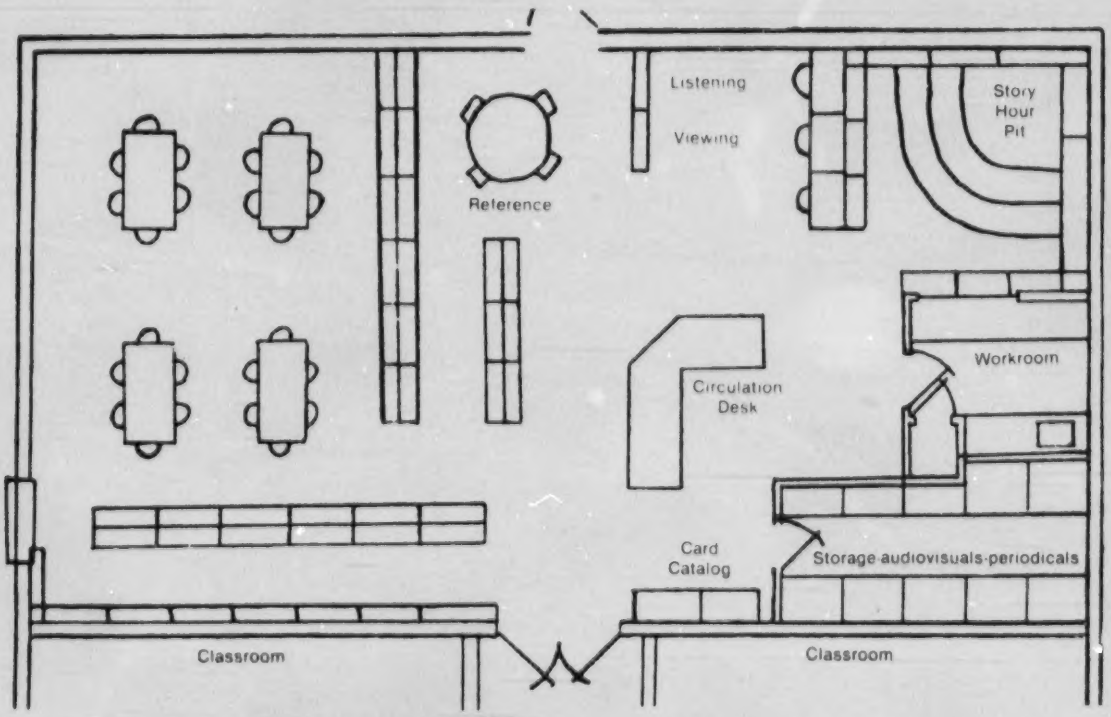
STAFF:
1 library aide (Materials processed centrally)

FLOOR SPACE:
1,437 square feet

HOLDINGS:
4,123 volumes
913 audiovisual software items

PROGRAM DESCRIPTION:

The LRC/Library has been added to the existing building on the wing nearest the third grade classrooms. It is air-conditioned and arranged to accommodate a group for story hour and a teacher directed class simultaneously. Carrels are provided for individual listening and viewing. Weekly story hours are scheduled for each K-2 class. At this time books are chosen for classroom use during the coming week. As pupils grow in maturity and reading level, books are also chosen for home use. Older pupils have weekly scheduled library visits and are allowed to come individually with teacher permission. A district scope and sequence is followed for library skills instruction. Occasional library activities are planned for these grades; i.e., public library field trips, story hour, poster contest.



Amelia Elementary School
South Park ISD
1025 Woodrow Street
Beaumont, TX 77705

CONTACT:
Mrs. Dora Nisby, Coordinator of Library Services

FLOOR SPACE:
2,246 sq. ft.

GRADES:
K-3

HOLDINGS:
6,000 volumes
813 audiovisual items

ENROLLMENT:
570

PROGRAM DESCRIPTION:
Before:

The Amelia School Library is housed in a building that is approximately 60 years old. Prior to remodeling, the library had experienced three expansions. The original library consisted of one classroom. The first expansion included attaching a storage area. The second expansion was to include another small storage area and the third expansion consisted of opening a doorway to an adjacent classroom. This complete area, with its sloping floors, was furnished with an array of mismatched, self-made, hand-me-down, you-name-it furniture.

The shelving ranged from 6'' depth and 6' height to 36'' depth and 8' height being braced with sticks, rods, boxes and whatever. There were many exits and entrances since there were five doors in this facility. The drugstore bins and alleyway collectibles were used in a variety of ways such as software storage and supply storage. The color and finish of the walls matched those of the rainbow and the lighting reminded one of the twilight zone.

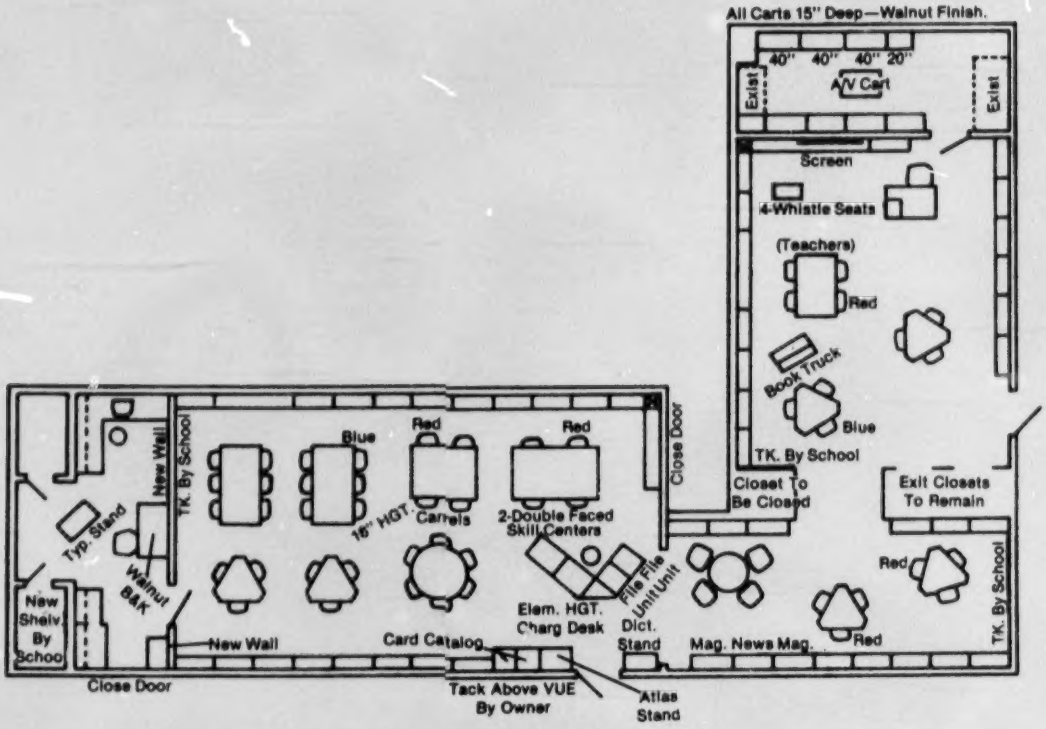
After:

The remodeling of the Amelia Library consisted of removing everything from the old library to the bare walls including flooring, furniture, shelving, lighting, windows and doors. A complete new design was drafted and the work was completed in hues of blue from the carpet to the mini-blinds, from the browse area to the study carrels, from the tri-work study area to the whistle seats.

The librarian explains some of the advantages of the renovated facilities in these words:

> ''The decor of the Amelia Elementary School Library was remodeled from a drab, cluttered, unattractive space to an alluring, pleasant appearance accentuated with fresh greenery throughout.''
>
> ''Windows along the east wall were closed, three doors and one small window were closed and a counter type wall removed to add space and give an air of one large room with three sections. Removal of large bookshelves located in the middle of the floor, large file cabinets, large teacher desks and cafeteria style tables has helped to give students more mobility in the library.''
>
> ''There are many advantages in the remodeled facility. Some are: several small groups and two classes, one in the primary area and one in the intermediate area, can easily use the library at one time. Students are stimulated to explore and discover a new world in the library. Reluctant readers are able to locate books that were not being circulated because new shelves were placed in a more ideal location. Having elementary library furniture for the students has also stimulated them to understand and make use of the library materials and AV equipment on an individual basis.''

"The teacher/librarian rooms on each side of the library has added to the usage and privacy for the teachers and librarians. First, the audiovisual software and equipment room has provided the teachers with privacy in making a selection and preview of materials related to classroom work. It provides the librarian with a place to house and circulate the materials and equipment efficiently. Second, the librarian's office is set apart from the library and provides the librarian with a work area in which to work and plan while maintaining a pleasant, attractive atmosphere for learning in the student areas of the library."



Cedar Creek School
Eanes ISD
3301 Pinnacle Road
Austin, TX 78746

CONTACT:
Mrs. Gloria Hoover (512) 327-5510

GRADES:
4-5

ENROLLMENT:
530

STAFF:
Full-time professional librarian
Full-time aide/clerk

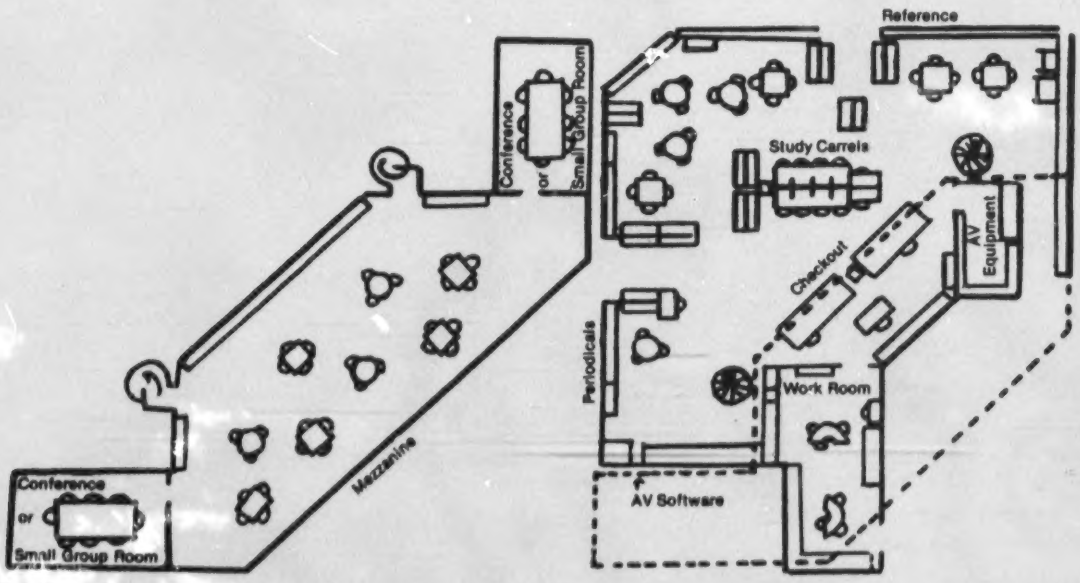
FLOOR SPACE:
Main floor, 2,900 sq. ft.
Upper floor, 1,800 sq. ft.

BUDGET:
$22.00 per student

HOLDINGS:
6,000 books

PROGRAM DESCRIPTION:

Cedar Creek School opened in the fall of 1979. It is located in a rapidly growing area, in a middle to high income neighborhood, southwest of Austin. The library, centrally located and convenient to all areas of the building, is used constantly and circulation figures are high. Each class has a special time to come to the library each week but students may also come individually or in small groups. The library class time includes time for browsing and checking out materials, as well as special activities such as stories, filmstrips, and library skills lessons. One special feature of the library area is an upper level mezzanine which has two conference rooms and a large area, all used in a variety of ways. The small rooms are often used by teachers and aides for special small group instruction and for conferences with parents or by groups such as the Parent Teachers Association Executive Board. The large area is used for Spanish classes, film viewing, special speakers, library skills classes, faculty meetings, and many other activities.



West Central Intermediate School
Hereford ISD
120 Campbell Street
Hereford, TX 79045

CONTACT PERSON:
Robert Ray, Principal (806) 364-0614

STAFF:
1 full-time librarian

GRADES:
PreK and 4-6

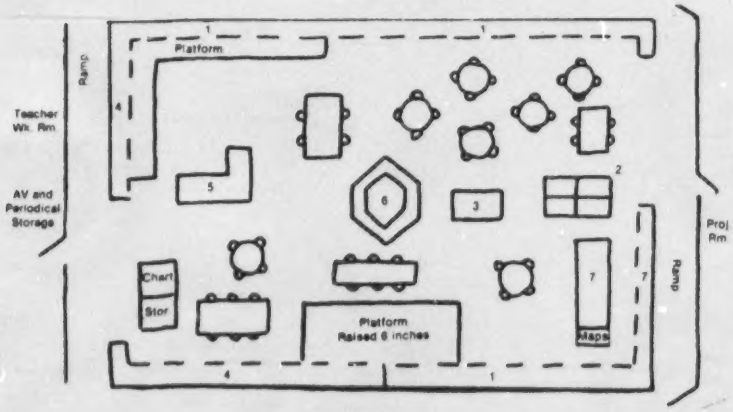
FLOOR SPACE:
5,800 sq. ft.

ENROLLMENT:
447

HOLDINGS:
8,500 print and non-print items

PROGRAM DESCRIPTION:

West Central Elementary School is the newest elementary school in Hereford and has been in operation for four years. It is fully air-conditioned and the learning units are designed around the open concept. The Media Center is located in the center of the building. It is constructed five feet below ground level and can serve as a tornado shelter if necessary. It is decorated with orange and brown carpeting, walnut-colored paneling and shelves, appropriate, colorful furniture, solid cork-board above shelving on each side, and large bulletin boards on each end. The room is large and spacious with adequate seating for two classes of students and open floor space for other groups. All children in the school are scheduled to use the library during one reading period each week. Individual use of the Media Center is encouraged in Grades 4-6. Teachers also scheduled social studies, science, and other classes at various times for research work. The Media Center can be used by students and teachers before and after school each day. The collection of books and AV materials is growing each year and is becoming more useful. The students in the school come from various economic backgrounds, ranging from very low to very high. They have respect for the Media Center and the use of the materials which they can borrow. The use of the Media Center is a motivating factor in the entire curriculum of the school for both students and teachers. Superb cooperation between teachers and the librarian has been a key to the success of the program.



Number Codes

1. Stacks
2. Carrels
3. Card Catalog
4. Audiovisuals
5. Circulation Desk
6. Periodicals
7. Reference
8. Workroom
9. Office
10. Lounge Area
11. Listening Stations
12. File Cabinets
13. Conference Room
14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

39

J.E. Langwith Elementary School
Terrell ISD
700 N. Catherine, P.O. Box 267
Terrell, TX 75160

CONTACT:
Mrs. Carolyn Oliver (214) 563-1448

GRADES:
4 and 5

ENROLLMENT:
530

STAFF:
1 professional librarian, part-time
1 library aide, full-time

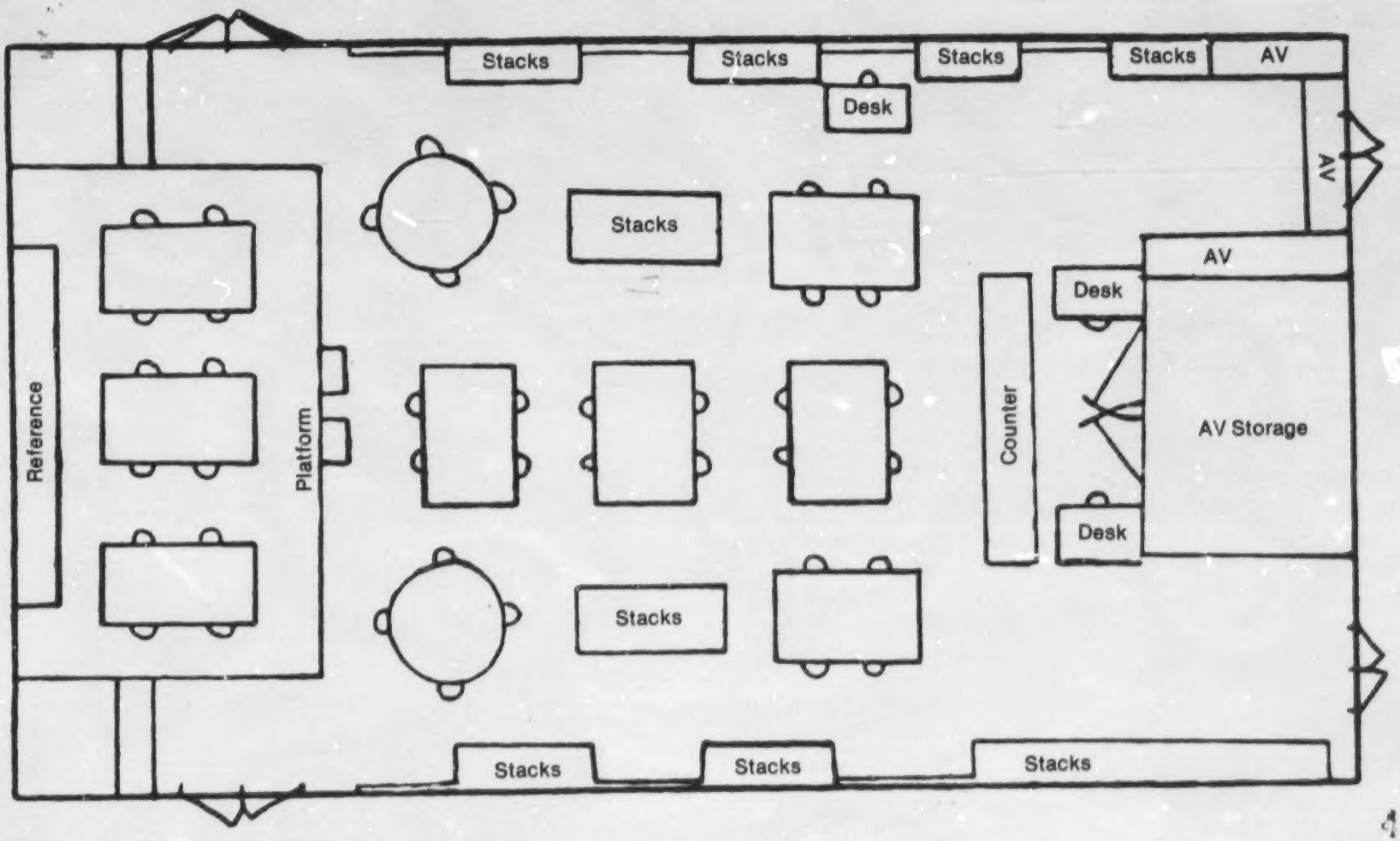
FLOOR SPACE:
Approximately 1,800 sq. ft.

HOLDINGS:
7,000 books
1,350 filmstrips
1,000 cassettes
537 films
250 records
350 media kits
Numerous master copies and transparencies

PROGRAM DESCRIPTION:

J.E. Langwith is one of three elementary schools. All fourth and fifth grade pupils go to this school. The enrollment is approximately 45 percent black with children coming primarily from middle and low income families. There are ten fourth and nine fifth grade classes. In addition, the staff includes a music instructor, two Title I instructors, one part-time speech therapist, and two Plan A teachers. The building, originally constructed in 1932, was remodeled in 1976 and is entirely air-conditioned. The library is carpeted and well-lighted with fluorescent lights as well as large Gothic windows. Classrooms are not self-contained; pupils change rooms and instructors for language arts, mathematics, and social studies. Pupils are brought to the library once a week as part of their language arts studies. All groups come in the morning. Pupils are also allowed to come individually. Since a fairly tight schedule is necessary to allow for instruction in all areas, research groups come in the afternoon after regularly scheduled classes have been completed. Library hours are the same as school hours since the majority of the students ride a bus.

The library is unique because of the large amount of audiovisual material available to teachers. Terrell was part of the Project Discovery Program. Each school in the system has its own films, filmsrips, media kits, records, and transparencies. Also each teacher has his/her own 16mm projector, overhead projector, filmstrip projector, and language master, and there is one controlled reader for each two classrooms. All materials are cataloged, issued, and maintained by the librarians. Over 5,000 items were checked out during 1980-1981.


Stacks
Stacks
Desk
Stacks
Stacks
AV
AV
Stacks
AV
Desk
Reference
Platform
Counter
AV Storage
Desk
Stacks
Stacks
Stacks
Stacks

41

42

Douglas Smith Elementary School
Alief ISD
P.O. Box 68
Alief, TX 77411

CONTACT:
Mrs. Helen Hanna (713) 498-8110

GRADES:
K-5

ENROLLMENT:
1,062

STAFF:
1 librarian
2 library aides

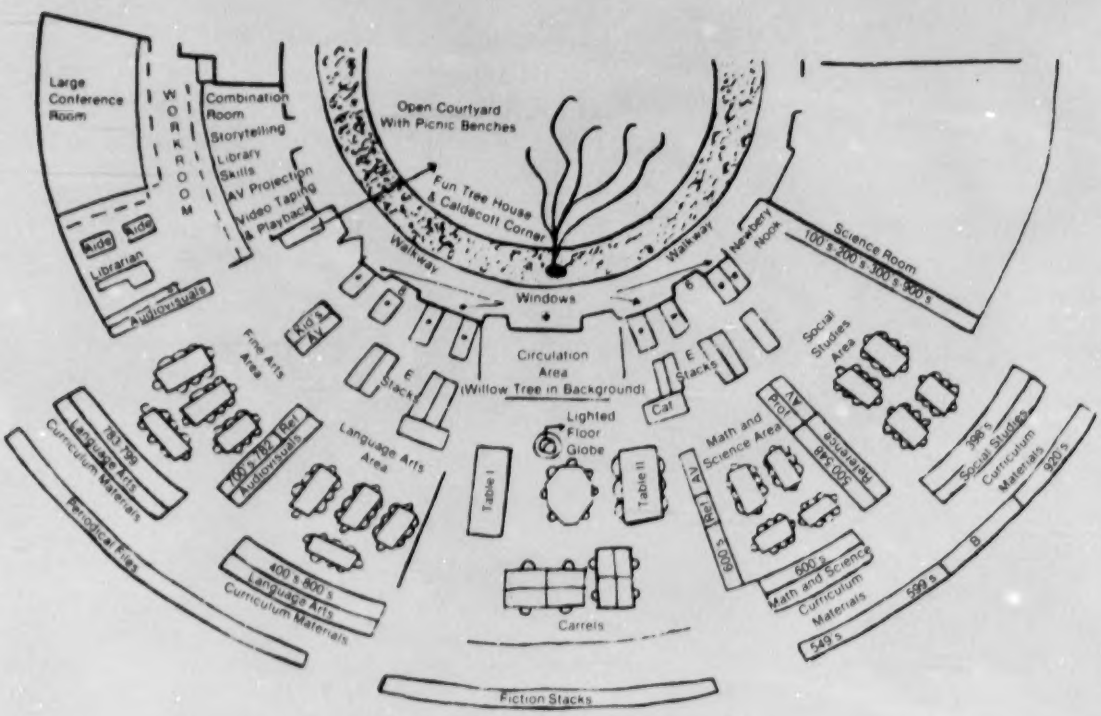
FLOOR SPACE:
Center, 8,500 sq. ft.
Workroom and projection room

HOLDINGS:
10,000 books
$30,000 AV software

PROGRAM DESCRIPTION:

The resource center is centrally located, carpeted, air-conditioned, and looks out on an open courtyard. Seating capacity, including all activities, is approximately 150 at any one time. Spaces marked with asterisks identify interest centers having two facing whistle seats with tape players, filmstrip projectors, and/or other pieces of audiovisual equipment placed between them so that children can select audiovisual materials for viewing and listening. All classes are scheduled regularly into the center and go during the week at times appropriate for their regular classroom work. Library skills are a part of the instructional program and are usually completed in a six to eight week period with individual assistance to students as needed. Students are also free to come to the center individually or in groups as needs and interests dictate. Teachers and students are beginning to use video taping equipment, both for viewing taped programs and in producing programs in black and white and in color. The librarian assists in individualization of instruction as reinforcement of classroom instruction.

The resource center is organized so that all materials in a subject are housed together. For example, all audiovisuals, reference, and non-fiction books as well as curriculum related games, guides, etc. on social studies topics—history and geography—are housed together for easy access. The card catalog is divided with subject cards in one file and author/title cards in a second file.



Number Codes

1. Stacks
2. Carrels
3. Card Catalog
4. Audiovisuals
5. Circulation Desk
6. Periodicals
7. Reference
8. Workroom
9. Office
10. Lounge Area
11. Listening Stations
12. File Cabinets
13. Conference Room
14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

San Andres Elementary School
Andrews ISD
405 N.W. 3rd Street
Andrews, TX 79714

CONTACT:
Mr. Fred G. Nelson, Principal (915) 523-3640, Ext. 121

GRADES:
K-6

ENROLLMENT:
430

STAFF:
Mrs. Kathleen Criswell, Librarian/LRC Specialist, full time
library clerk, one day a week

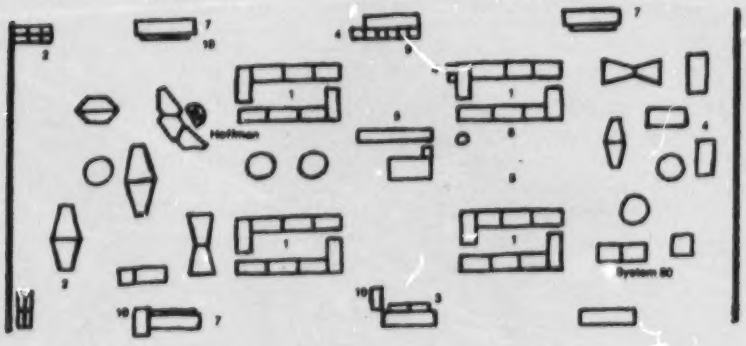
HOLDINGS:
10,587 books
450 study prints
99 games and puzzles
1,210 transparencies
358 slides
21 System 80 kits
1,245 filmstrips
84 individual study
97 disc recordings
22 Hoffman kits
82 reel tapes
11 film loops
24 models
282 kits

PROGRAM DESCRIPTION:

The San Andres Elementary School has a fully carpeted and air-conditioned instructional area with classrooms leading directly into the Learning Resource Center, (LRC), which is approximately 50 x 150 feet in size. Since it seats about 100 students on either end, scheduling can remain flexible except for the times when it is being used by a team for reading or mathematics.

All materials are readily available to students and teachers. The type and location of all LRC material is indexed in a computer printed media catalog.

The LRC houses all media and books in movable cabinets or media storage carts for flexibility of arrangement. All furniture is 48 inches or lower so that children are able to see. All tables in the LRC are adjustable. The size of tables and chairs at one end are the size to accommodate the smaller children, while at the other end they are larger for the upper grade children.



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17. Storage

Green Acres Elementary School
Dumas ISD
P.O. Box 615
Dumas, TX 79029

CONTACT PERSON:
Jo Ann Lindsey (806) 935-4157

GRADES:
K-6

ENROLLMENT:
516

STAFF:
1 full-time certified librarian

FLOOR SPACE:
2,000 sq. ft.

FUNDING:
$13.00 per student

HOLDINGS:
Approximately 7,200 volumes, 16 per student
1,014 non-print items representing various types of media:
475 filmstrips
106 records
85 film loops
140 sound fs kits
253 cassettes

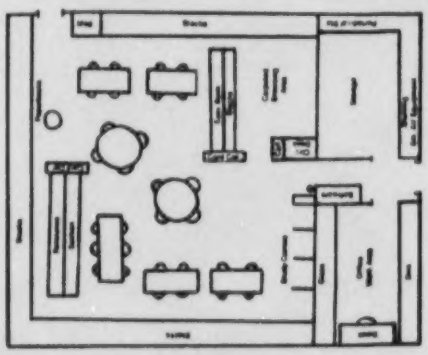
PROGRAM DESCRIPTION:

Green Acres Elementary School Library was developed by collecting and cataloging individual classroom collections into one centrally located center that houses all print and non-print materials in one accessible location.

Services offered by the learning media center are available to pupils and teachers during regular school hours and before and after school. Each class has a weekly scheduled library period, during which time a student is given library skills instruction designed to meet his level of need, and time is provided for checking library materials in and out. Kindergarten classes have a weekly scheduled story time. Students in grades 1-6 are encouraged to use the library before and after school. Daily and monthly circulation records indicate that both print and non-print materials are used extensively by teachers and students.

The air-conditioned carpeted library is equipped with individual study carrels which are wired for use with audiovisual equipment. Seating in the library is adequate for approximately 50 students at a time, with no class exceeding 27.

The library subscribes to thirty-six magazines; among these are several professional journals to aid the teachers in their instructional procedures. Subscriptions to two newspapers and a wide selection of paperbacks round out the media collection. The library collection is supplemented by materials from the district center which has an annual budget of $18,000.



Sunset Elementary School
Dumas ISD
14th and Kline
Dumas, TX 79029

CONTACT PERSON:
Mrs. Sylvia Rogers (806) 935-2127

GRADES:
K-6

ENROLLMENT:
420

STAFF:
1 professional librarian

FLOOR SPACE:
1,800 sq. ft.

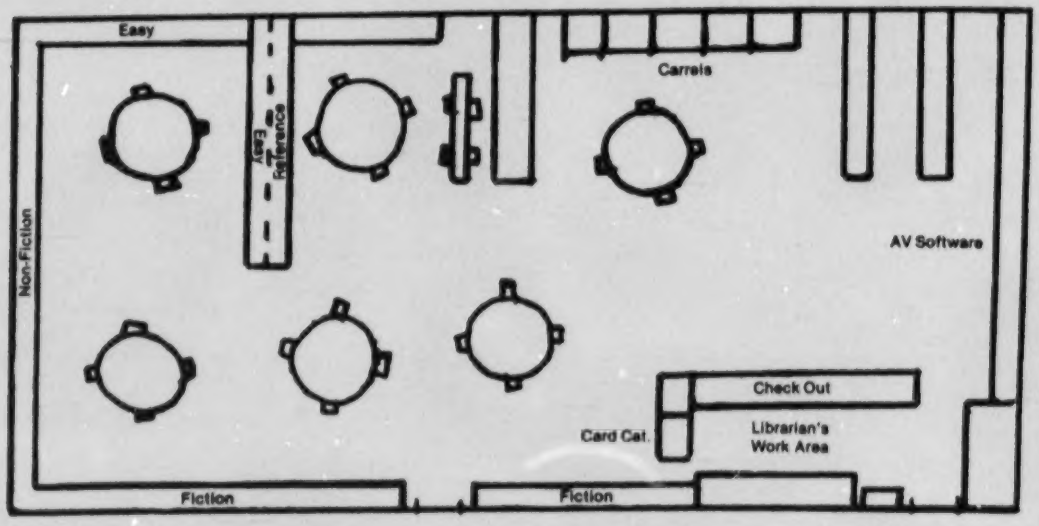
FUNDING:
$15.00 per student

HOLDINGS:
5,821 print items
2,034 non-print items

PROGRAM DESCRIPTION:

The library is conveniently located in the building and has a seating capacity of 33. There are 5 study carrels, adequate shelving, carpeting, and a separate room for the AV equipment. All teachers are an extension staff of the library as they incorporate the use of media materials into their regular classroom procedures. The librarian is responsible for conducting weekly classes for each grade, kindergarten through sixth. Kindergarten and first grades have a 15-minute library storytime each week, second grade has 30 minutes for storytime and time to check out books. Third through sixth grades have between 45 and 60 minutes each week for library skill lessons and to check out books. The library is open from 8 a.m. to 4 p.m. each regular school day, and teachers can schedule an entire class in the library with one day's notice. The teacher is expected to stay with the class during these extra periods. Individuals or small groups of not more than six may be sent to the library at any time for special purposes.

The library collection is supplemented by materials from the district center which has an annual budget of $18,000.



A.S. Johnston Elementary School
Irving ISD
2801 Rutgers
Irving, TX 75060

CONTACT PERSON:
Ms. Cindy Gray (214) 255-5911

GRADES:
K-5

ENROLLMENT:
486

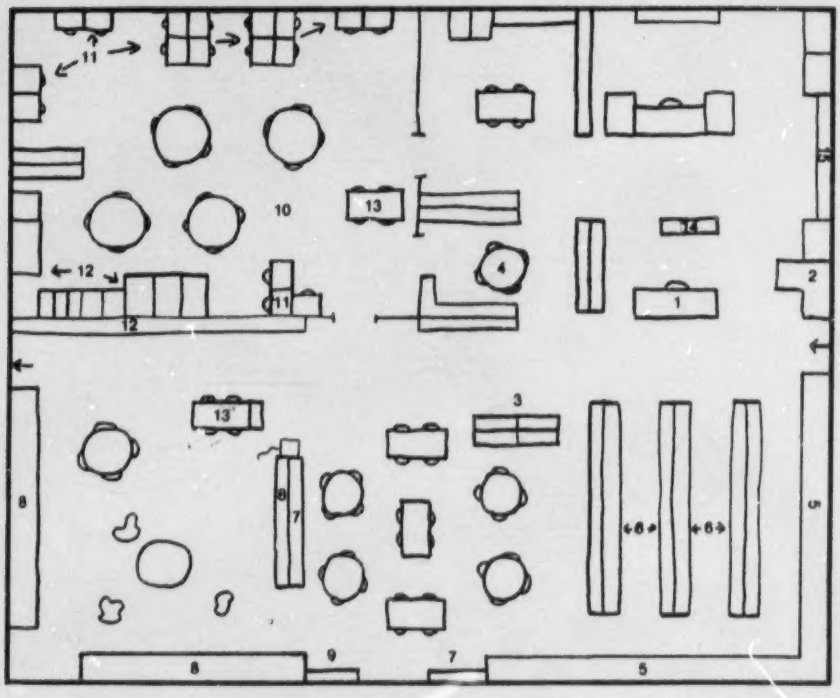
STAFF:
1 full time learning resources specialist
1 part-time library clerk

FLOOR SPACE:
3,472 sq. ft.

HOLDINGS:
10,286 total volumes

PROGRAM DESCRIPTION:

A.S. Johnston is one of three elementary schools (Barton and Farine Elementary being the other two schools) in the district which have been converted from traditional classroom space into a library situation. To those librarians who might be concerned about pillars in the library, I would encourage them to go ahead and consider taking out hall walls. . . leaving only supporting columns. This is the technique used for renovating these schools. I was amazed at how much floor space we had once we included the hall.



Number Codes

1. Stacks
2. Carrels
3. Card Catalog
4. Audiovisuals
5. Circulation Desk
6. Periodicals
7. Reference
8. Workroom
9. Office
10. Lounge Area
11. Listening Stations
12. File Cabinets
13. Conference Room
14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

J.F. Townley Elementary School
Irving ISD
1030 Vilbig Road
Irving, TX 75060

CONTACT PERSON:
Ms. Lucretia Cargill (214) 254-9184

STAFF:
1 full time learning resources specialist

GRADES:
K-5

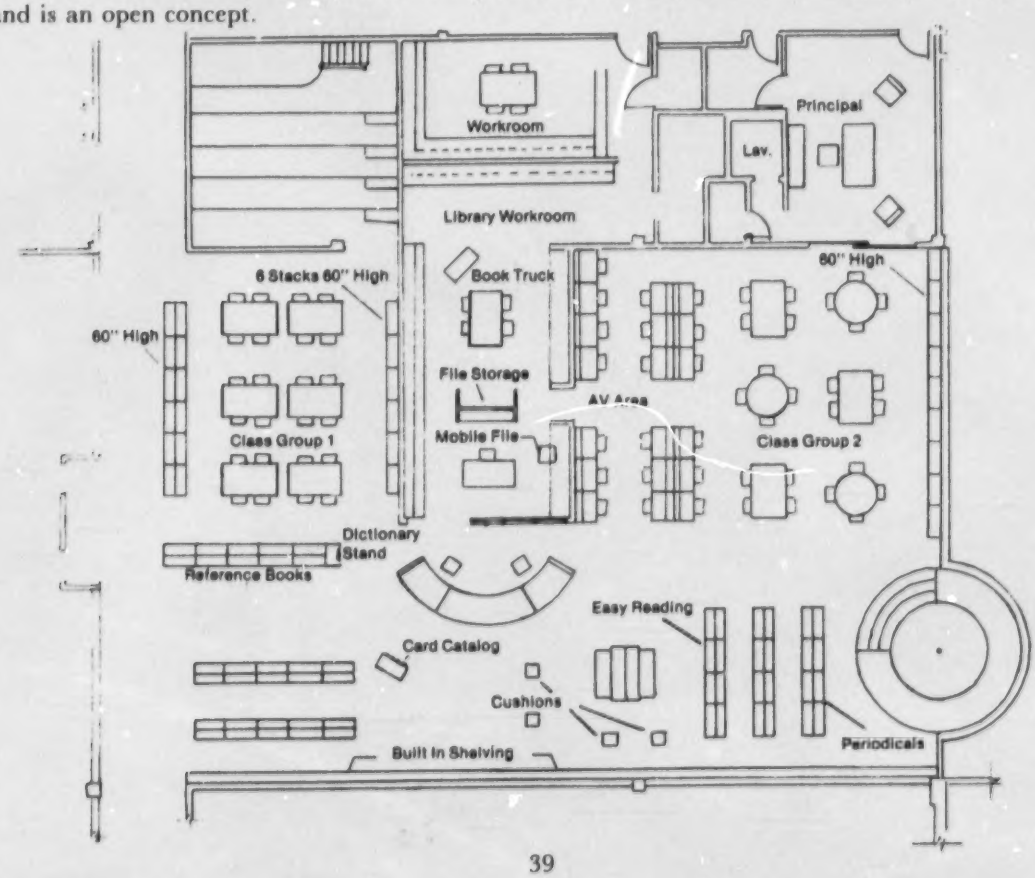
FLOOR SPACE:
4,800 sq. ft.

ENROLLMENT:
600

HOLDINGS:
6,722 total volumes

PROGRAM DESCRIPTION:

Townley Elementary School has a little stream of running water through the entrance foyer and a bridge across this which leads into the library. The principal's office opens through a glass sliding door into the library. The library workroom adjoins the teacher workroom which makes easy access for the teachers to utilize library materials. The story theatre is carpeted with wide steps for sitting. There is no stage in the story theatre as indicated on this blueprint. The circular area is, in fact, a working fireplace. The only difference in this library and the drawing is that the stack area, none of which is over 42'' in height, is in the area outside the principal's office and not as formal as shown in the blueprint. There is no shelving on the perimeter of the library near the fireplace. This is all open and leads into a hallway. The library is completely surrounded by fourth and fifth grade classrooms and is an open concept.



Dick Dowling Elementary
Port Arthur ISD
6301 Pat Avenue
Port Arthur, TX 77640

CONTACT:
Mr. Charles Vanatta (713) 736-2571/2700

GRADES:
K-5
ENROLLMENT:
300

STAFF:
1 librarian
1 aide, volunteers

FLOOR SPACE:
5,475 sq. ft.

FUNDING:
$11.00 per student

HOLDINGS:
Books, 11,000 volumes

PROGRAM DESCRIPTION:

Dick Dowling Elementary School is an open-concept school located in a middle to low-middle income neighborhood. The Library Learning Center (LLC) is located in the center of the building. Connecting the learning center to the administrative hallway is a workroom area and media center. The LLC encourages teachers to schedule classes for book checkout, library skills lessons, literature study, and individual or small group research. The teachers permit individuals to check out books at any time.

The LLC is an attractive room where special displays are arranged monthly as well as a place that allows for displaying childrens' artwork.

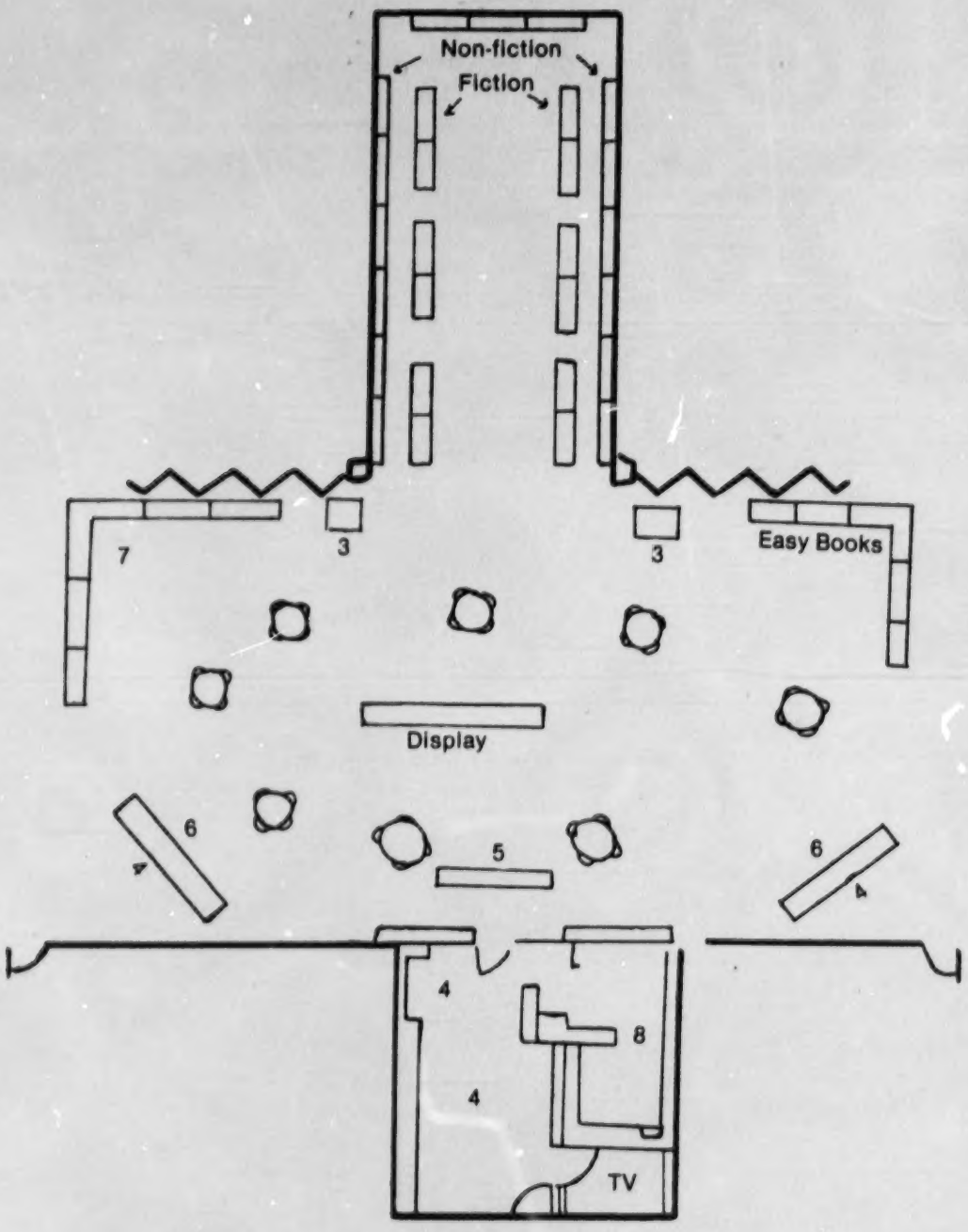
The easy books are on movable shelves, and nearby is a slant-topped table with benches for smaller children who are reading the easy books. Carrels are also movable for relocation in the large reading area as needed.

The LLC leads the home reading effort. The librarian posts every child's name that reads 15 or more books outside school. Kindergarteners and other non-readers are recognized for 15 books read to them by their parents. A cooperative effort between the school and the Parent Teachers Association makes available to the students a Cultural Arts Center within the LLC.

The librarian is relieved of the less professional duties by a full-time aide. This frees the librarian to teach both literature studies and library skills to small groups.

Pupils are encouraged to use all of the audiovisual materials, resource volumes, and study carrels. Students may use games and puzzles available for free time. Students flow in and out of the center during the school day.

Visitors are always welcome.



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12. File Cabinets
13. Conference Room
14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

Franklin Elementary School
Port Arthur ISD
10th Street at Mobile Avenue
Port Arthur, TX 77640

CONTACT PERSON:
Mr. Jim Weeks (713) 985-2575

FLOOR SPACE:
78' x 56'

GRADES:
K-5

FUNDING:
$11.00 per student

ENROLLMENT:
700

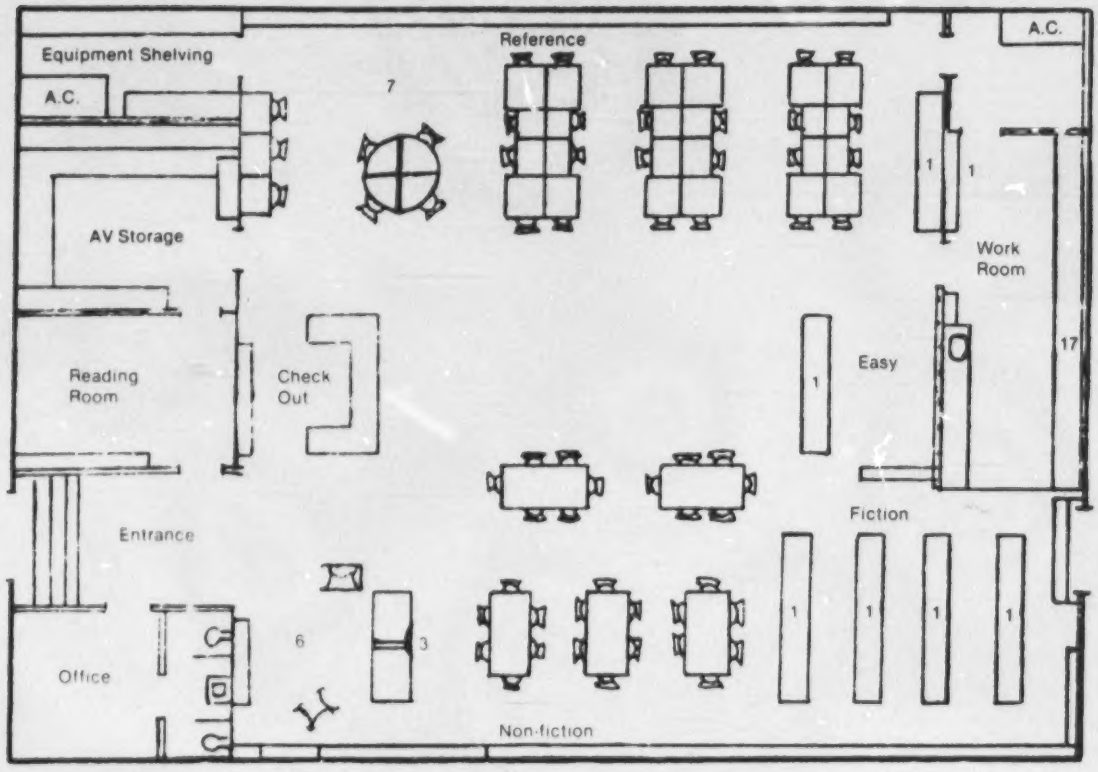
HOLDINGS:
25,100 books

STAFF:
1 full-time librarian
1 full-time clerk

PROGRAM DESCRIPTION:

Franklin Elementary School is an attractive, carpeted Title I funded school located in a low to middle income inner-city neighborhood. The educational program is designed to meet the needs of approximately 700 students ranging from K through 5th grade. Instruction is essentially self-contained with provision made for fluid movement of students to meet individual needs. The learning center staff consists of one full-time librarian and a library clerk who are essential to meet the needs of the various programs at Franklin School. In-service programs are arranged for teachers and students on the best use of materials and equipment. A collection of professional materials and resources is accessible to the professional staff at all times. The learning center is a clearinghouse for inter-library, district, and regional loans of AV materials. The instructional collection is centrally cataloged at the district level. The Franklin librarians provide a multi-media handbook to help teachers in AV selection for each instructional need.

The center provides materials and space necessary for student research and classroom projects. Students are allowed to use the center at their leisure for listening, reading, writing, exploring, discovering and speaking., A class schedule is also followed to ensure every student is familiar with the learning center facilities. The print collection, 29 books per student, has been revised to meet the needs, interests, and varied abilities of elementary students. The staff and teachers work together in planning special instruction in library skills, audiovisual use, and literature studies with the aid of a library guide supplied to all classroom teachers in the district. The learning center at Franklin is flexible, adjusting to various needs of teachers, staff, and students.



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14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

Sam Houston Elementary School
Port Arthur ISD
36th Street and 5th Avenue
Port Arthur, TX 77640

CONTACT PERSON:
Miss Dorothy Nell Garren, Principal (713) 985-5525

FLOOR SPACE:
120' x 30'

GRADES:
K-5

FUNDING:
Local—$11.00 per ADA

ENROLLMENT:
400

HOLDINGS:
11,198 books

STAFF:
1 full-time librarian
1 full-time aide

PROGRAM DESCRIPTION:

The majority of students at Sam Houston School come from middle income families. The school is organized in self-contained classrooms with teachers at each grade level regrouping students for special needs and interests. The school has special teachers for music and physical education for children K-5. All staff members practice Dr. William Glasser's approach to discipline and decision-making as described in his book *Schools Without Failure.*

The instructional program is supported by the learning center, which has collections of filmstrips, 8mm film loops, slides, media kits, audio-cassettes, disc recordings and 2 microcomputers. Books, periodicals, and reference works are supplemented by vertical files. Films are borrowed from a district collection, a regional film center, and interlibrary sources. Most of the equipment is housed in the learning center.

Four factors make the library program exemplary.

1. The library has tremendous child appeal.

2. Children can check out books and do research at any time during the day.

3. Volunteers from the PTA work daily.

4. The librarian teaches skills lessons and literature units to every group in school.

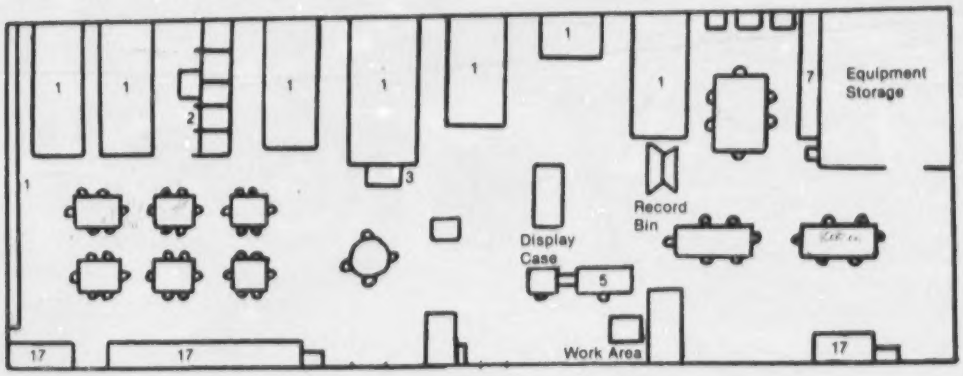
The librarian and aide spend much time and energy in making the library attractive to children. They arrange bulletin boards, make exhibits and charts, display works of art and children's personal collections. Students enjoy going to the library just to see exhibits.

Children may check out books and other resources before and after school as well as during the school day. Classroom teachers allow students to go to the library on their own to check out books and materials. The aide and librarian know the reading level and interest of every student, and they can assist anyone who needs help. Since the school has a sustained silent reading time, there are always children in the library checking out books.

The PTA has a library chairperson on the executive board, and has twenty volunteers working with the librarian. The chair assumes the responsibility of having at least one parent in the library every day to put cards in books, to shelve them, and to assist with inventory. This PTA service frees the aide and the librarian to work with children. The volunteers also assist the library staff in taking inventory at the end of school.

The single most significant factor in making the learning center distinctive is the teaching done by the librarian. The program is based on the curriculum guide entitled *The Library: A Learning Center, K-6,* written by a group of teachers, librarians, and administrators in the P.A.I.S.D. Flexible scheduling provides for reference work, library skills lessons, and in-depth literature lessons. The librarian works with classroom teachers to schedule all children, by reading groups, for literature studies as well as for library skills and reference work. The literature unit may be a study of many different books by one author; or it may be an extended study of a single book with every child using a paperback copy, which the school provides.

The school staff would welcome visitors interested in seeing the program.



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Spring Shadows Elementary School
Spring Branch ISD
955 Campbell Road
Houston, TX 77024

CONTACT PERSON:
Mrs. Kathryn Thompson, Director, Learning Media Services (713) 464-1511, Ext. 280-281

GRADES:
K-5

ENROLLMENT:
960 students
50 teachers
4 teachers' aides

STAFF:
1 Learning Resources Specialist
1 LRC aide
parent volunteers

FUNDING:
$12,964 (includes all resources in function 22: library books, magazines, AV materials, AV equipment and replacement parts, and library supplies)

HOLDINGS:
Books, 11,075 volumes
Paperbacks, 1,075 volumes
AV Media, 2,349 titles, cataloged as sets
Magazines, 22 titles
Newspapers, 1 title

PROGRAM DESCRIPTION:

Spring Shadows Elementary School provides access to, and management of, all kinds of resources, both materials and equipment, and helps teachers implement the library/media skills instruction as required in the district's curriculum.

It has a strong program of inservice to teachers in:

- coordinating materials for the curriculum
- improved use of materials and equipment, with emphasis on the newer technologies of classroom video cameras and microcomputers.

All resources, books and audiovisual materials, are cataloged and processed by the district's library processing center.

Boerne Middle School
Boerne ISD
240 West Johns Road
Boerne, TX 78006

CONTACT PERSON:
Susan Kercheville (512) 249-2528

STAFF:
1 librarian
student aides

GRADES:
6-8

FLOOR SPACE:
2,700 sq. ft.

ENROLLMENT:
524

PROGRAM DESCRIPTION:

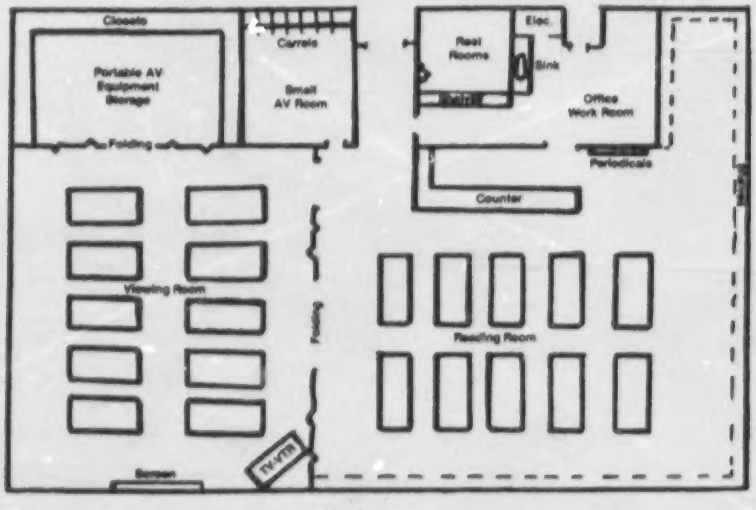
The function of the LRC is to support and supplement the basic curriculum, to expand and reinforce student library skills and competencies, and to stimulate reading interest.

Library skills are taught at all three grade levels on a cooperative teaching basis. The approach is made through reading at the sixth grade level and in conjunction with the seventh and eighth grade English programs.

The sixth grade students are offered orientation to the LRC with an emphasis on using the Dewey Decimal System effectively, relying on the card catalog for material location, and introducing the use of magazines, newspapers and vertical file materials.

A concentrated effort is made at the seventh and eighth grade levels to develop resource skills for preparation of research papers and refining and developing skills introduced in earlier grades.

The flexibility of the floor arrangement assures maximum usage by allowing simultaneous activities. The main reading area accommodates forty students, while the viewing room can be used by a class for TV, video cassette or film viewing. These areas combine by opening the folding door. The small, glass-enclosed viewing area allows students to function individually or in small groups without seeming isolated or remote. The outer audiovisual storage assures large portable item storage behind the folding door and small item storage in several secure closet areas. The workroom-office allows maximum student supervision in library related activities as well as an unobstructed view of the reading area through large plate glass windows enclosing the office.



Dumas Junior High School
Dumas ISD
Fifth & Durrett
Dumas, TX 79029

CONTACT PERSON:
Mrs. Carolyn Gunn (806) 935-6732

GRADES:
7-9

ENROLLMENT:
727

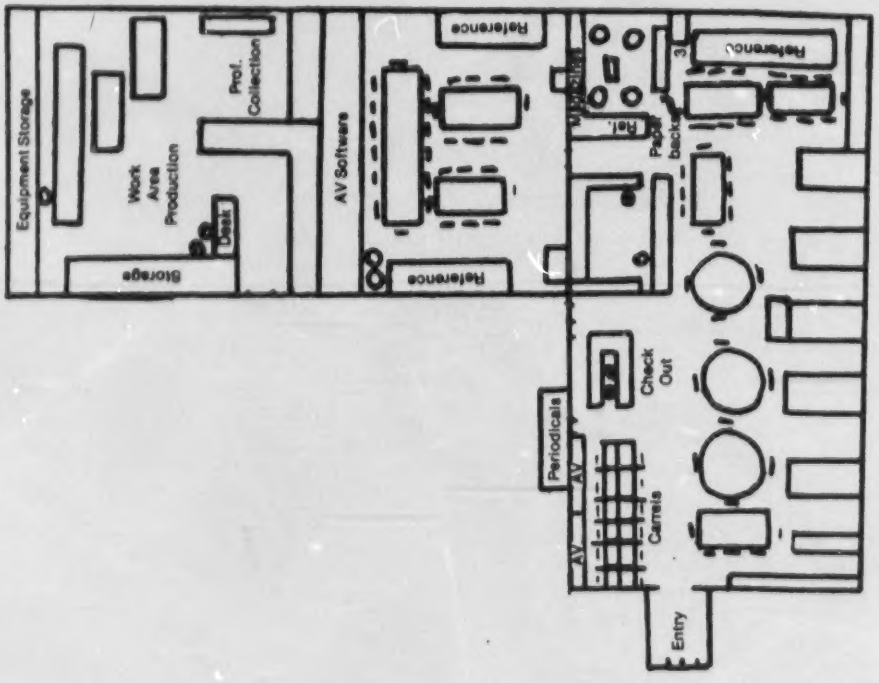
STAFF:
1 professional librarian
1 media aide

FLOOR SPACE:
3,870 sq. ft.

HOLDINGS:
11,162 books

PROGRAM DESCRIPTION:

Dumas Junior High School is located in a middle income neighborhood but serves low, middle, and high income families. The buildings are air-conditioned. The library is fairly centrally located and is air-conditioned. The seating capacity accommodates 99 students at a given time. There are three distinct areas which encompass one room for production and storage, one room for audiovisual viewing and research, and one room for reading, browsing, and checking out books. To accommodate the student load, scheduling is practiced. The library is open from 8 a.m. until 4 p.m. The circulation record is very good. The AV materials are used well and often in the classrooms by many teachers. The audiovisual viewing and research room is in almost constant use.



La Plata Junior High School
Hereford ISD
704 La Plata Drive
Hereford, TX 79045

CONTACT PERSON:
Mrs. Norma Gripp (806) 364-4648

GRADES:
7-9

ENROLLMENT:
569

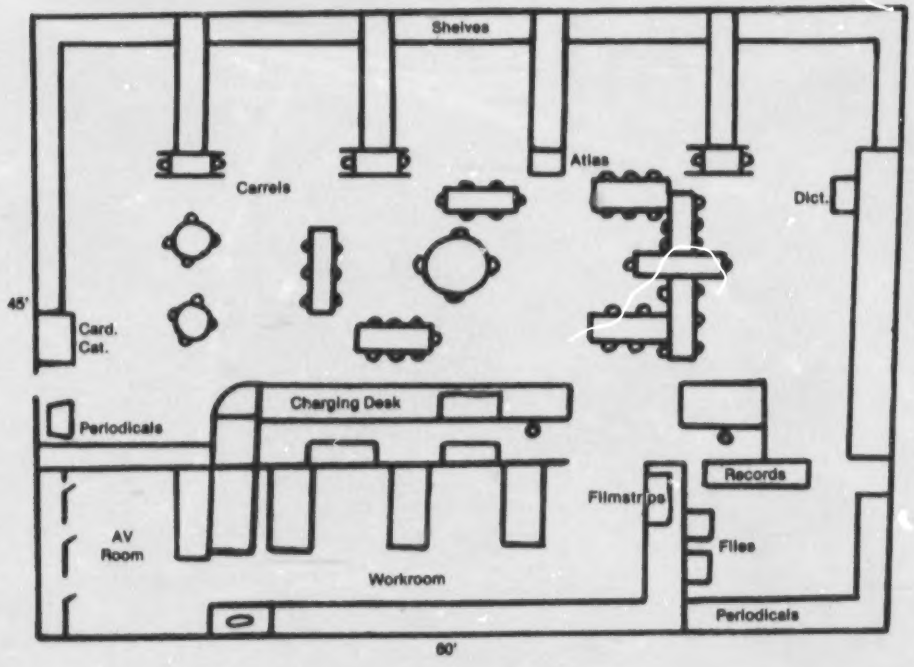
STAFF:
1 full-time librarian
1 part-time library aide

FLOOR SPACE:
2,465 sq. ft.

HOLDINGS:
8,741 volumes

PROGRAM DESCRIPTION:

La Plata Junior High School is located in the residential area of Hereford. The library is air-conditioned. During the month of September, the library holds an annual book fair. Teachers wishing to bring their classes to the library sign a schedule reserving the day they wish to come. All of the AV equipment is checked out through the library which is open from 8 a.m. to 3:30 p.m. About 1,000 books are checked out each month.



S.F. Austin Junior High School
Irving ISD
825 East Union Bower
Irving, TX 75060

CONTACT PERSON:
Ms. Frankie Greever (214) 438-7880

GRADES:
6-8

ENROLLMENT:
715

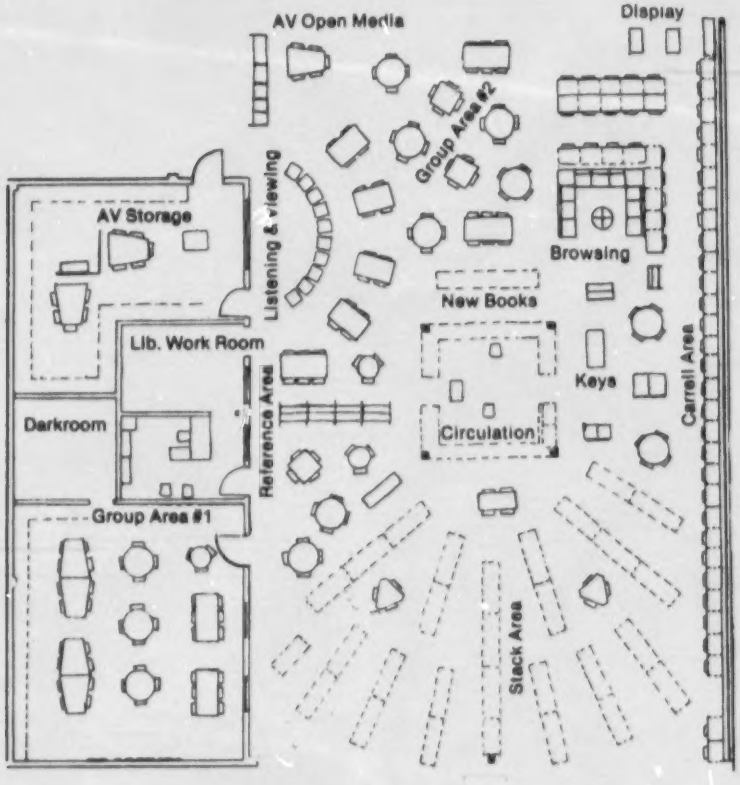
STAFF:
1 full-time learning resources specialist
2 part-time library clerks

FLOOR SPACE:
6,500 sq. ft.

HOLDINGS:
8,640 total volumes

PROGRAM DESCRIPTION:

S.F. Austin is one of the new junior high schools. As can be seen from the floor plan, the LRC has a classroom space which is area 1, a workroom and AV storage, and the librarian's office. The circulation desk is in the middle of the main library and there are no walls leading from the library into the adjacent hallways on either end. The library workroom and darkroom are both equipped with sinks. This classroom area adjacent to the darkroom was used for many purposes, but especially by the publication department of this junior high school.



David Crockett Junior High School
Irving ISD
2431 Hancock
Irving, TX 75060

CONTACT PERSON:
Ms. Sherry DeBorde (214) 259-2505

GRADES:
6-8

ENROLLMENT:
810

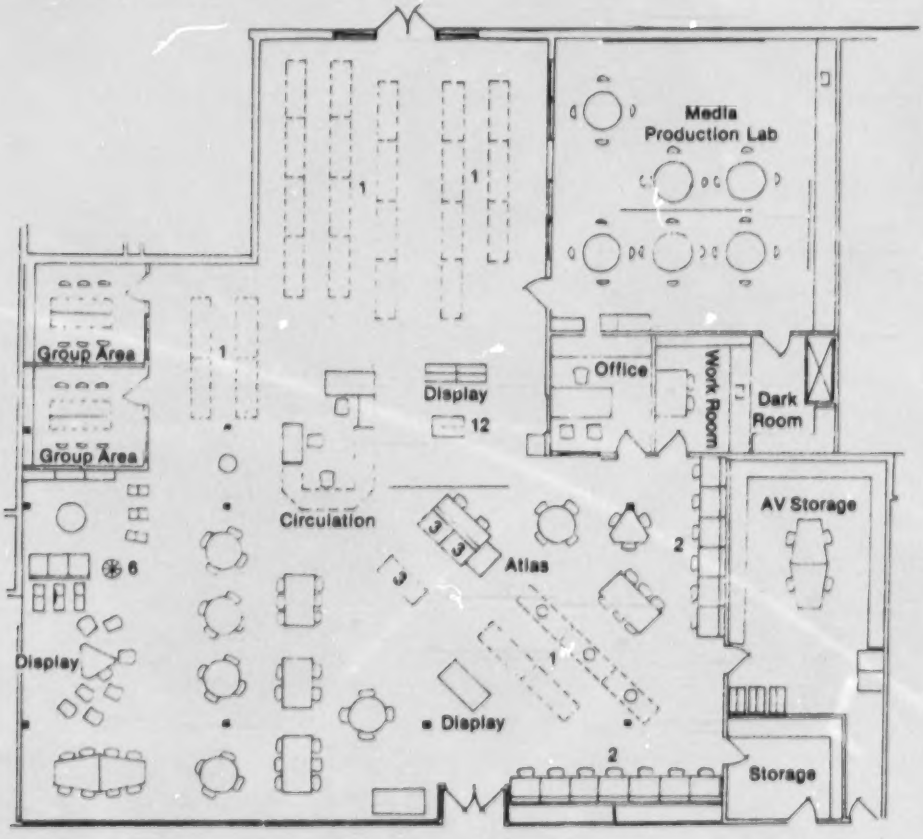
STAFF:
1 full-time learning resources specialis'
2 part-time library clerks

FLOOR SPACE:
6,400 sq. ft.

HOLDINGS:
9,597 total volumes

PROGRAM DESCRIPTION:

Crockett Junior High School is an example of a remodeled junior high. The former library included only the main reading area as shown here. The extended area which includes the stacks and the media production lab was given to the library by enclosing a patio. This is also an extremely functional library. The staff are very pleased that it also includes the media production lab and the darkroom. The little narrow corridor that is shown in the AV storage area was planned specifically for the use of the opaque projector. A wall outlet was made available so that the opaque could be used in that long corridor for enlarging pictures.



61

Sam Houston Junior High School
Irving ISD
4625 Country Club
Irving, TX 75060

CONTACT PERSON:
Ms. Ann Stowe (214) 258-1224

GRADES:
6-8

ENROLLMENT:
780

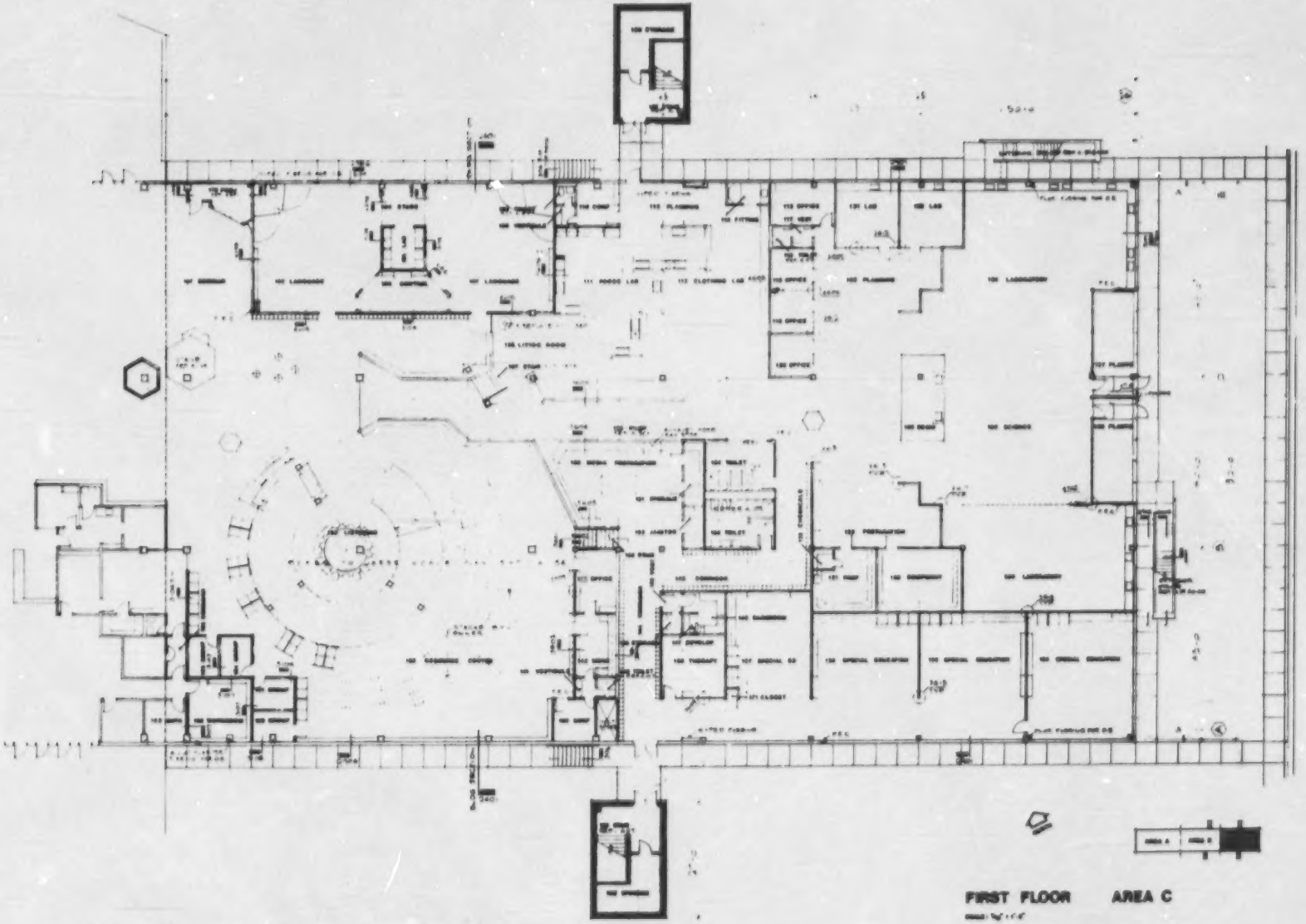
STAFF:
1 full-time learning resources specialist
2 part-time library clerks

FLOOR SPACE:
6,594 sq. ft.

HOLDINGS:
8,200 total volumes

PROGRAM DESCRIPTION:

Sam Houston Junior High School is a very open junior high. . . multiple level and striking in it's outward appearance. It is covered with smoked glass. The concept at Houston was to offer the students as much visual education as possible. As can be seen, the ramp from the second level comes down into the center of the library with stacks surrounding it. The circulation desk is under a portion of this down ramp. There are small group areas in the library and the media production just a few steps down.



FIRST FLOOR AREA C

53

63

64

P.E. Wallace Junior High School
Mt. Pleasant ISD
P.O. Box 1117
Mt. Pleasant, TX 75455

CONTACT PERSON:
Mrs. Norween Parker (214) 572-3684

GRADES:
6-8

ENROLLMENT:
759

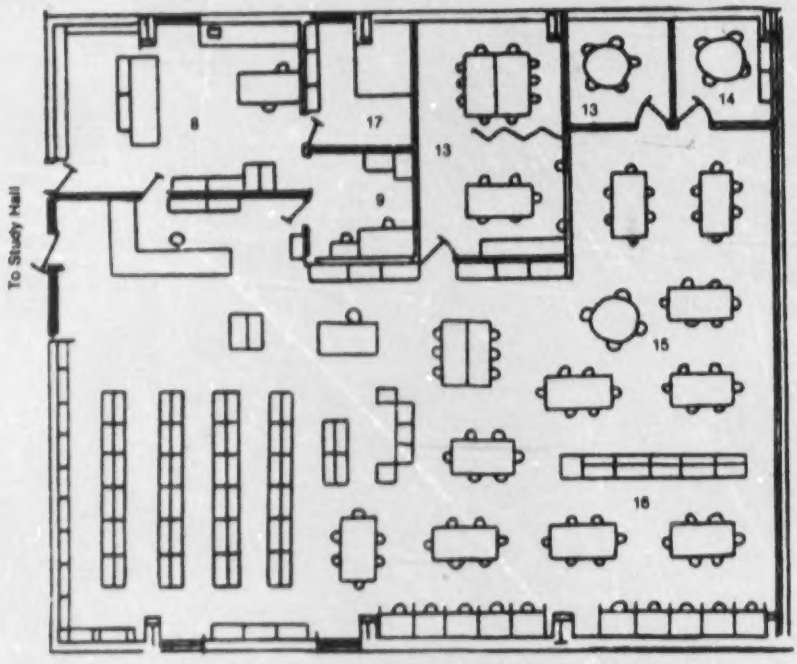
STAFF:
1 certified librarian
1 assistant librarian

FLOOR SPACE:
4,000 sq. ft.

HOLDINGS:
7,393 volumes
1,227 audiovisual software items

PROGRAM DESCRIPTION:

P.E. Wallace Junior High School serves the entire district for sixth, seventh, and eighth grades. The LRC/Library is a centrally located, air-conditioned area directly across the corridor from the study hall. The reading area will seat 64 students at tables and an additional 10 can be seated at carrels. The carrels are equipped for the use of audiovisual hardware. There is a conference room with a folding partition for small groups. This can accommodate up to 16 students. Another conference room provides working space for five or six students. In addition, there is a small room for professional materials for faculty and staff. By scheduling the English classes for a 20-minute period once each week, every student has the opportunity to get to the library every week. They may also come from other classes or from the study hall if the teacher gives permission. In addition, teachers may schedule entire classes for as many periods as needed when doing research work.



Number Codes

1. Stacks
2. Carrels
3. Card Catalog
4. Audiovisuals
5. Circulation Desk
6. Periodicals
7. Reference
8. Workroom
9. Office
10. Lounge Area
11. Listening Stations
12. File Cabinets
13. Conference Room
14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

Spring Branch Junior High School
Spring Branch ISD
955 Campbell Road
Houston, TX 77024

CONTACT PERSON:
Mrs. Kathryn Thompson, Director, Learning Media Services (713) 464-1511, Ext. 280-281

GRADES:
6-8

ENROLLMENT:
1,148 students
68 teachers
5 teacher aides

STAFF:
1 certified learning resources specialist
1 LRC aide
student assistants
parent volunteers

FUNDING:
$19,531 (includes all resources in function 22: library books, magazines, AV materials, AV equipment, equipment replacement parts, and library supplies)

HOLDINGS:
Books, 19,883 volumes
Paperbacks, 681 volumes
AV Media, 2,532 titles, cataloged as sets
Magazines, 66 titles
Magazines, 11 titles in microform
Newspapers, 4 titles

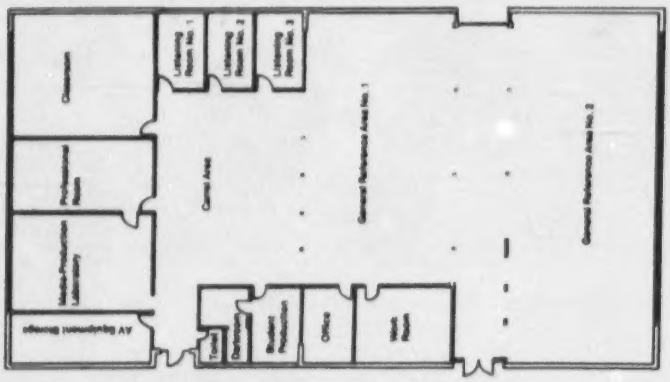
PROGRAM DESCRIPTION:

Spring Branch Junior High School provides access to, and management of, all kinds of resources, both materials and equipment, and helps teachers implement the library/media skills instruction as required in the district's curriculum.

In addition, it provides several special services for teachers and students, among which are:

- assistance with course photography for students
- assistance to teachers in media production
- provision of copy services for teachers' lesson preparations
- coordination of video tape broadcasts over the campus's closed circuit television system

All resources, books and audiovisual materials, are cataloged and processed by the district's library processing center.



Abernathy High School
Abernathy ISD
609 8th Street
Abernathy, TX 79311

CONTACT PERSON:
Mrs. Barbara Webb (806) 298-2563, Ext. 25

GRADES:
6-12

ENROLLMENT:
500

STAFF:
1 librarian
2 library aides
1 instructional aide, (all full time)
1 Director of Individualized Studies

FLOOR SPACE:
16,500

SEATING:
166 students

HOLDINGS:
25,000 books
6 newspapers
100 periodicals
guitars
pianos
organs
typewriters
a wide variety of audiovisual materials and equipment

PROGRAM DESCRIPTION:

A unique feature of the Abernathy Academic Center/Library is that it functions in the dual role of library and instructional area. A teacher is assigned daily to the center for each of the five class periods to assist students in over 50 individualized courses which are not a part of the regular school curriculum. All students must sign up for a course which may be enrichment or, occasionally, advanced or remedial. These students report to a certain seating area for roll check, then obtain their materials and equipment for use that day. Some students get music books and/or instructional tapes and proceed to one of the music rooms. There they play guitars, electronic organs, or an electronic piano. Students who take private piano lessons may adjourn to rooms where a regular piano is available. They practice music specified by their private instructors.

The music program provides a real change-of-pace for all students who participate, but it is particularly beneficial for the student who has difficulty in the academic studies. Other students take subjects ranging from literary studies (The American Novel, for instance) to individualized typing. An example of a remedial subject is corrective mathematics. Favorite choices include drafting, music, basic electricity, and current affairs.

Another service of the library is the availability of student stations immediately facing the circulation desk, where students may take make-up tests. (The teacher involved brings the test to the librarians, who supervise the test-taking. The teachers pick up the tests later.)

Entire classes may come to the library for research or to check out books. English classes come every other week for a reading period. All students have a thirty-minute reading period each week. The library circulates many of its periodicals for this reading period.

The floor plan does not show the mezzanine above the inner circle area. The counselor's office, his secretary's office, and two student workrooms are there, along with a small library of professional books. The workroom and stack room house many teacher materials: filmstrips, cassettes, pictures, and other supplementary materials of various types. From the media room teachers may check out cassette player-recorders for use in their classrooms. (The other audiovisual materials are available in an audiovisual room down the hall, and one for use by teachers only.)

Study
Guitar
Organ
Organ
Piano
TV
or
Study
Work
Room
Periodicals
Librarian
Office
H.S. Card
Catalog
Jr. H.
Card
Catalog
Circulation
AV and
Student Individual
and Study
Packets
Stacks

68

Borger High School
Borger ISD
West First Street
Borger, TX 79007

CONTACT PERSON:
Mrs. Harlene Lambert (806) 273-6481

GRADES:
9-12

ENROLLMENT:
875

STAFF:
1 full-time librarian
1 clerical aide

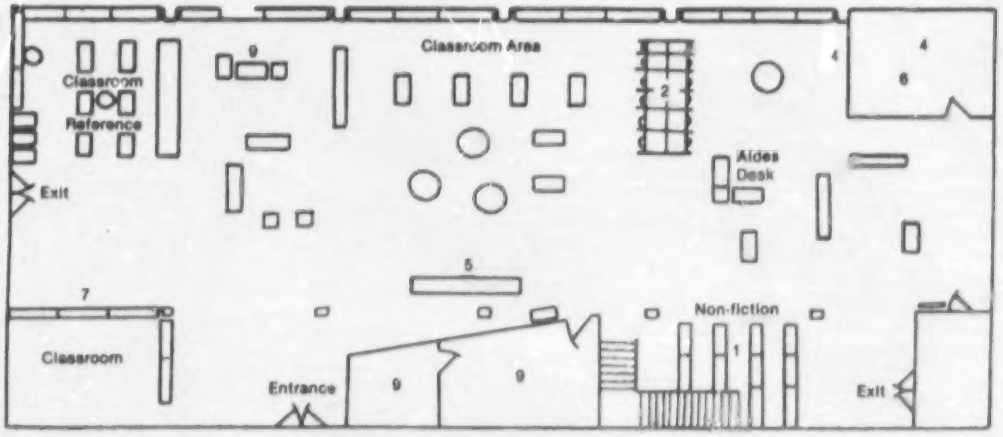
FLOOR SPACE:
Ground floor 7,150 sq. ft.
Mezzanine 1,711 sq. ft.

SEATING:
125-150

HOLDINGS:
14,000 books
3,500 audiovisuals

PROGRAM DESCRIPTION:

Borger High School is located in Hutchinson County in the Panhandle of Texas in an above-average income community of 17,600. The Media Center is a new addition to the high school, added in 1973. It has easy access to the classrooms of the English Department and is easily accessible to the other departments through openings from either floor. It is air-conditioned, carpeted, well-lighted, and spacious. It has two reading areas, two areas for classroom groups and study carrels for individual work. Audiovisual equipment is stored in the Media Center and checked out for use each morning. Some audiovisual materials are stored in the center and others are maintained by individual departments.



Number Codes

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4. Audiovisuals
5. Circulation Desk
6. Periodicals
7. Reference
8. Workroom
9. Office
10. Lounge Area
11. Listening Stations
12. File Cabinets
13. Conference Room
14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

Clear Lake High School Library
Clear Creek ISD
2929 Bay Area Blvd.
Houston, TX 77058

CONTACT PERSON:
Mrs. Martha Pay (713) 488-6670

GRADES:
10-12

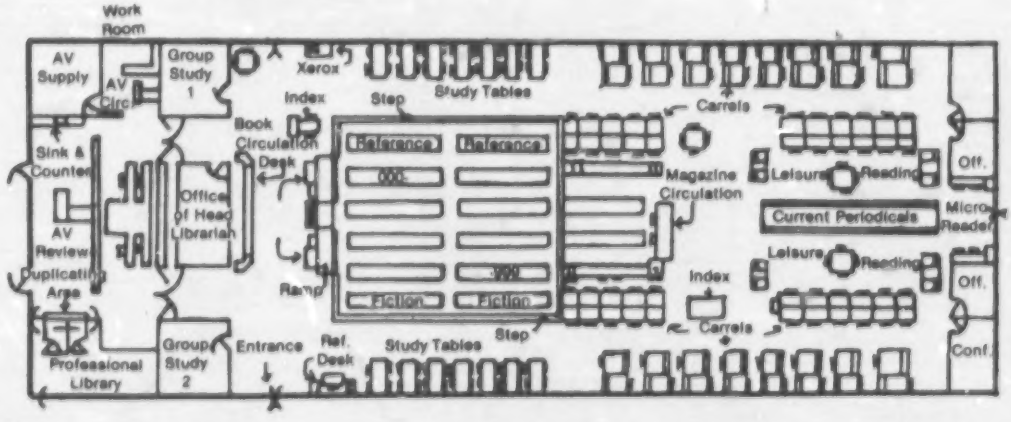
ENROLLMENT:
2,500

STAFF:
2 librarians
2 clerks

HOLDINGS:
26,500 books
1,745 filmstrips
1,021 disc recordings
628 tape recordings
143 classroom sets (6,054 volumes)
135 periodicals (8,214 microforms)
33 sets transparencies (1,210)
60 sets slides (7,049)
602 teacher guides/manuals
926 charts/maps/posters
500 miscellaneous audiovisual equipment
249 video tapes
84 film loops
Special collections of Texas telephone directories, college catalogs, information file, Jackdaws, maps (local, state, world), bulletin board materials, and supply catalogs.

PROGRAM DESCRIPTION:

The library is open one hour before and 30 minutes after the regular school day, providing an opportunity for students to do research, browse, check out materials, or read current periodicals and newspapers. Teachers routinely bring classes or send smaller groups or individuals to do research, special projects, or pursue individual interests. Library skills are taught both formally and informally according to needs expressed by students and teachers. All materials, including reference and reserved books and audiovisual software, and much of the audiovisual equipment can be checked out by teachers and students, with the circulation periods ranging from overnight to two weeks. Facilities, equipment, and supplies are provided for productions as varied as posters, lettering, laminating, photography, duplications, and audio and video tapes. The sunken stack area rooms, a professional library and lounge, a workroom and processing center, a graphics production room, an audiovisual circulation area, and private offices for library staff are provided. Situated as it is, just six blocks from NASA and across the street from the University of Houston, the school profits from community resources of unusual variety and interest.



Dumas High School
Dumas ISD
3rd and Klein
Dumas, TX 79029

CONTACT PERSON:
Janet Fletcher (806) 935-5902

FLOOR SPACE:
5,880 sq. ft.

GRADES:
10-12

FUNDING:
Local funds

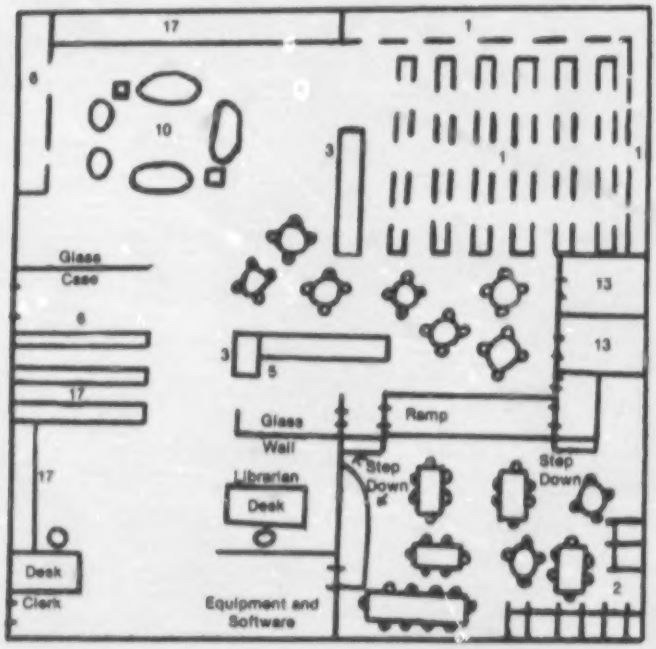
ENROLLMENT:
566

HOLDINGS:
11,351

STAFF:
1 professional librarian
1 media clerk/teacher's aide

PROGRAM DESCRIPTION:

Dumas High School Learning Resource Center is centrally located on the second floor of Dumas High School. The modern split-level center is attractively decorated in orange and yellow. The center is carpeted, well-lighted, and has an informal study area with comfortable chairs and sofas. The upper-level provides seating arrangements to accommodate 28 students, has two private glassed-in conference rooms that are also used for listening and viewing centers, contains periodical shelving and the charging desk. The lower-level will accommodate approximately 85 people. Students have access to the library-media center before school, during the noon period, after school, and through arrangements with their teachers. Teachers schedule the library for the class periods they want reserved. Through class assignments, research projects, and pleasure reading assignments, the teachers encourage frequent use of the resource center's materials.



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9. Office
10. Lounge Area
11. Listening Stations
12. File Cabinets
13. Conference Room
14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

Westlake High School
Eanes ISD
601 Camp Craft Road
Austin, TX 78746

CONTACT PERSON:
Mrs. Sarah Widener (512) 327-1760, Ext. 43

GRADES:
9-12

ENROLLMENT:
1,070

STAFF:
2 full-time professional librarians
1 full-time clerical assistant
18-25 student assistants

FLOOR SPACE:
6,353 sq. ft.

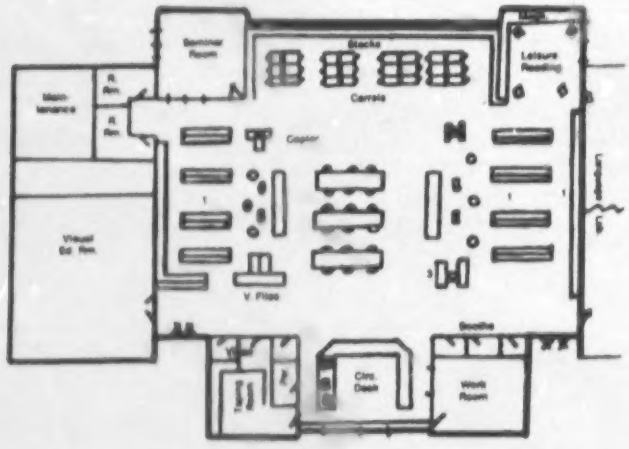
SEATING:
96

FUNDING:
$15.00 per pupil

HOLDINGS:
12,500 volumes
2,000 audiovisual software titles
125 periodical subscriptions
9 subscriptions in microfiche

PROGRAM DESCRIPTION:

The Westlake High School Library/Media Center is a separate one-story building attached to the main classroom building by a covered walk. Included in the complex are a main reading room, a workroom, a taping and software storage room, a seminar room, a visual education room with rear projection screen, and two language laboratories. Westlake High School serves a suburban, upper income area in which approximately 80 percent of the students are college bound; therefore, curriculum offerings include many advanced courses in science, mathematics, foreign languages, and social studies, which the library collection must support. In addition, the library staff offers a wide range of audiovisual services to the faculty and students. Student aides are trained in video taping and other audiovisual activities. Teachers actively participate in selection and evaulation of materials and equipment, and in planning with the librarian to develop a media program which meets the needs of students and staff.



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13. Conference Room
14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

Edna High School
Edna ISD
Drawer D
Edna, TX 77957

CONTACT PERSON:
Nancy Simons, Librarian (512) 782-6201

GRADES:
9-12

ENROLLMENT:
525

STAFF:
1 librarian
½ aid

FLOOR SPACE:
3,191 sq. ft.

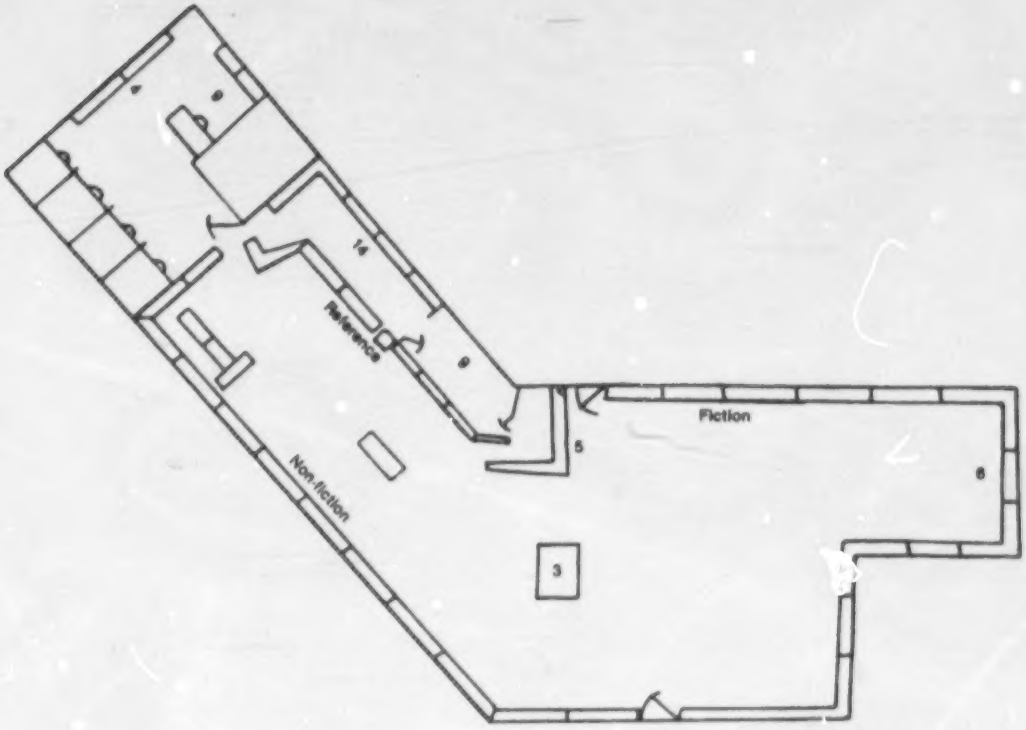
SEATING:
Reading Room, 77
Listening Center, 5-12
Teacher Workroom, 20

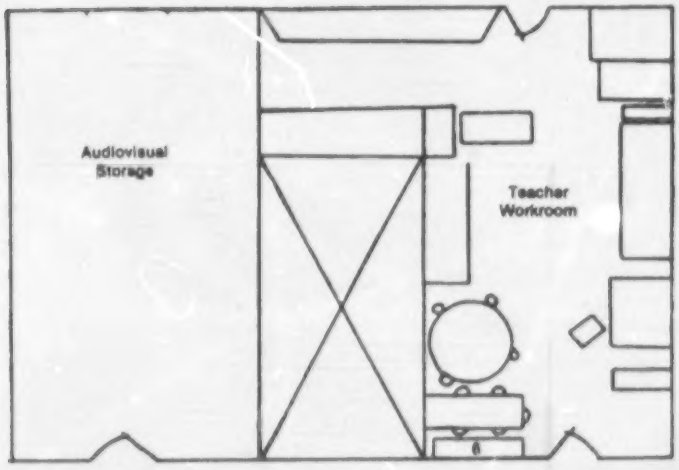
FUNDING:
Local, $4,248
Title IV-B, 1,445
Title IV-C, 46,779

HOLDINGS:
10,690 volumes
3,434 AV software
108 AV equipment

PROGRAM DESCRIPTION:

Centrally located, the Edna High School Learning Resource Center (LRC) functions as an integral part of the total secondary educational program. It also serves as the chief source of recreational reading for students and staff. The use of resources, facilities, and services is directly involved in the teaching and learning process. Teachers are required to keep an up-to-date bibliography of reference sources available in the LRC which are used to supplement and enrich the curriculum. The LRC is open continuously from 8 a.m.to 4 p.m. Monday through Friday. A wide range of services is provided including an atmosphere for study. A well-equipped listening center is located adjacent to the reading room. An audiovisual equipment room houses all types of audiovisual equipment, including video cameras, recorder, and two monitors which are checked out to teachers and students during the regular LRC hours, and with prior scheduling after the regular school day. Teachers have been trained in the use of all audiovisual equipment provided by project funds and this equipment has enabled many teachers to be more innovative in their class presentations. Training sessions are planned for teachers so they may learn audiovisual production techniques. The LRC includes a teacher workroom which provides typewriters, a laminating machine, and space for department meetings, paper grading, and small committee or group meetings. Library skills are taught to each English class (three one-hour sessions) in grades 9-12. Community personnel have been involved in the development of the high school LRC by providing such services as book review sessions attended by students on a voluntary basis. Many community people have made class presentations and helped with such units as career education. Students, especially college-bound seniors, have been introduced to and encouraged to use college and public libraries in near-by communities. This experience has been supported through an inter-library loan arrangement between the school LRC and the University of Houston at Victoria and the Victoria Public Library. Teachers and students are encouraged by the school administrative staff continuously to evaluate services and to suggest improvements in the program.





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12. File Cabinets
13. Conference Room
14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

Douglas A. MacArthur High School
Irving ISD
Irving, TX 75060

CONTACT PERSON:
Ms. Dell Watson (214) 255-2171

GRADES:
9-12

ENROLLMENT:
2,480

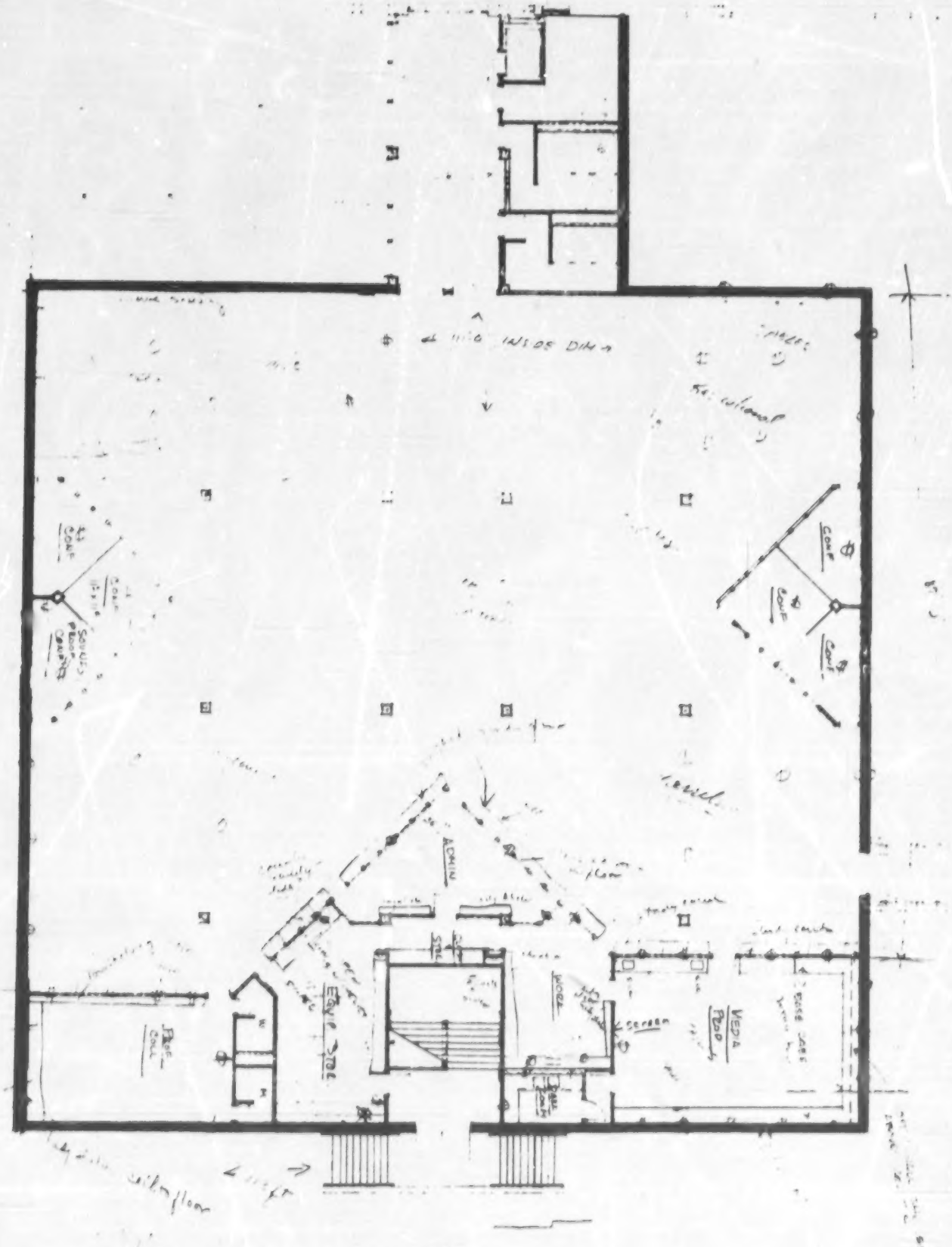
STAFF:
2 full-time learning resources specialists
1 full-time library clerk

FLOOR SPACE:
10,000

HOLDINGS:
22,078 total volumes

PROGRAM DESCRIPTION:

MacArthur High School Library encompasses 10,000 sq. ft. It includes media production (an area which is classroom size), darkroom, and an excellent professional library with a restroom at one end. There are six conference rooms and ample study carrels. The circulation area is in the center, just inside the door. The seating capacity in this library is sufficient for five classes. Many of the pieces of furniture were designed specifically for the library. The library was connected to the main high school building through the addition of a new hallway.


ADMIN
MEDIA
Rec.
Coat

Longview High School
Longview ISD
201 Tomlinson Parkway, East
Longview, TX 75601

CONTACT PERSON:
Miss Golden Tarber, Librarian

GRADES:
9-12

ENROLLMENT:
2,351

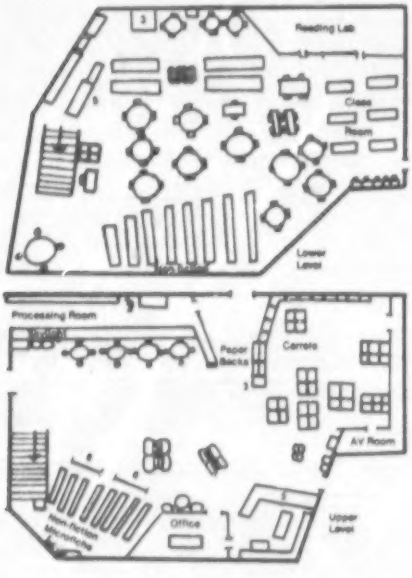
STAFF:
2 full-time professional librarians
4 full-time library aides
24 students, 1 period daily

FLOOR SPACE:
11,814 sq. feet, two stories

HOLDINGS:
31,500 books
1,324 slides
658 cassettes
130 reel tapes
1,008 filmstrips
2,159 transparencies
578 disc recordings
107 video cassettes

PROGRAM DESCRIPTION:

The Longview High School Learning Resources Center is a multi-faceted facility used in a variety of ways to serve approximately 3,000 students. Classes are constantly in the Center for students to do all types of research. These classes are scheduled by the teachers. There are also facilities for individualized instruction. Whether a remedial or an advanced student, one can proceed at his/her own speed. The student may be assigned to the Center or may use a free period for work there. Teachers also find the Center well suited for group work as it is equipped with forty individual wet carrels. Six different programs can be carried on simultaneously by a P/H broadcaster with wireless headsets. Also, filmstrips, kits, records, and video tapes can be utilized by groups or individuals at one time. The Center is open from 7:30 a.m. to 4 p.m. Our circulation is approximately 1,000 per day. Our audiovisual materials are used extensively by teachers and students. Versatility of the Center makes it possible for this school to meet the varying needs of its students.



Number Codes

1. Stacks
2. Carrels
3. Card Catalog
4. Audiovisuals
5. Circulation Desk
6. Periodicals
7. Reference
8. Workroom
9. Office
10. Lounge Area
11. Listening Stations
12. File Cabinets
13. Conference Room
14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

Mt. Pleasant High School
Mt. Pleasant ISD
P.O. Box 1117
Mt. Pleasant, TX 75455

CONTACT PERSON:
Mrs. Bobbie Bell, Librarian (214) 572-3682

GRADES:
9-12

ENROLLMENT:
1,152

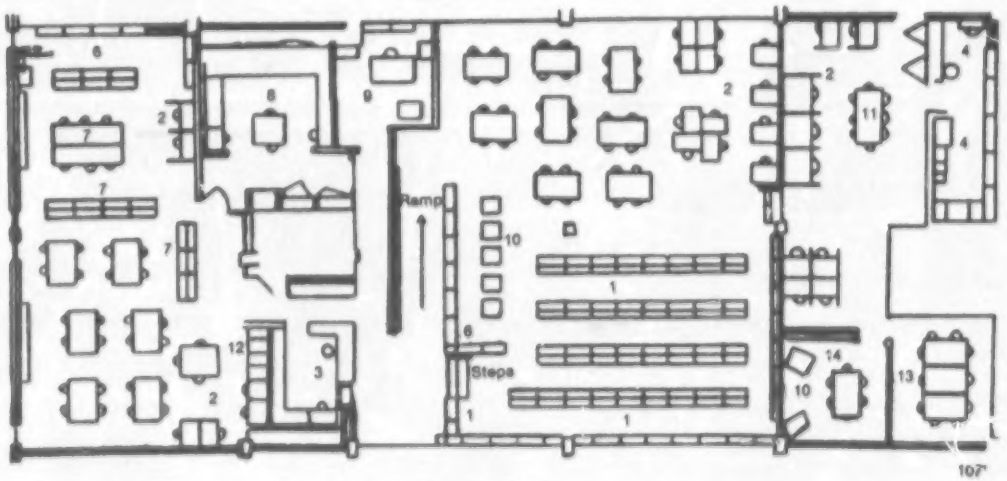
STAFF:
1 certified librarian
1 clerk typist
1 AV aide

FLOOR SPACE:
5,136 sq. ft.

HOLDINGS:
12,000 volumes
3,121 AV software items

PROGRAM DESCRIPTION:

The Mt. Pleasant High School is located on FM 1734 in an area of the city which is now developing. The LRC/Library is located in the academic complex and in proximity to the other buildings on campus. Two classes can do research simultaneously. The LRC/Library facilities when organized around its reference area and its reading area can accommodate large groups. There is a conference room which seats up to 16 students and a room for the professional collection for the teachers. Back-issue periodicals, microforms, and periodical indexes are housed in an area which accommodates a small group of students. The listening and viewing area is adequate for students doing individual study. The AV software collection is in great demand by students and by the teachers in their classrooms.



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17. Storage

Raymondville High School
Raymondville ISD
P.O. Box 429
Raymondville, TX 78580

CONTACT PERSON:
Mrs. Lena Bristol (512) 689-2471, Ext. 36

GRADES:
9-12

ENROLLMENT:
675

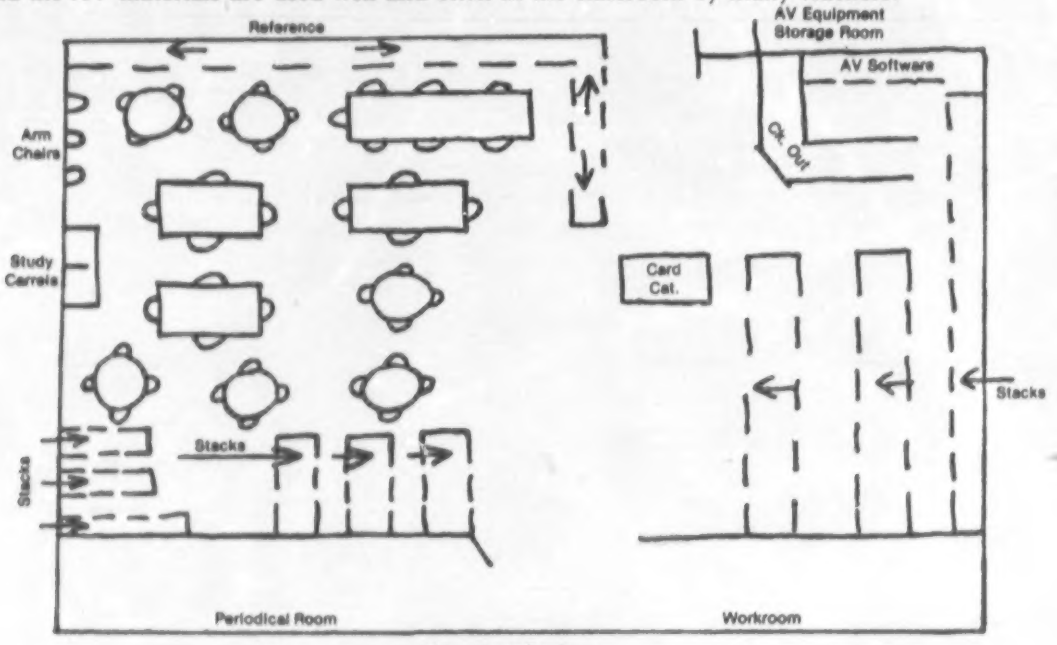
STAFF:
1 full-time professional librarian
1 full-time library aide
1 half-time library aide

FLOOR SPACE:
Approx. 4,000 sq. ft.

HOLDINGS:
9,997 books

PROGRAM DESCRIPTION:

Raymondville High School is located in a middle to high income neighborhood. Because the building is unair-conditioned, it is built with many wings and windows. The library is fairly centrally located and is air-conditioned. The seating capacity accommodates only about 50 students at a given time, therefore scheduling the library is necessary for teachers having their classes do research work. The library is opened at 7:30 in the mornings and remains open to the students until approximately 4 p.m. The collections are appropriate and adequate. The circulation record is very good, and the AV materials are used well and often in the classroom by many teachers.



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Berkner High School
Richardson ISD
1600 East Spring Valley
Richardson, TX 75081

CONTACT PERSON:
Mrs. Kathryn Wright (214) 231-9495

GRADES:
10-12

ENROLLMENT:
2,550

STAFF:
1 librarian
1 AV technician
2 clerks

FLOOR SPACE:
11,133 sq. ft.

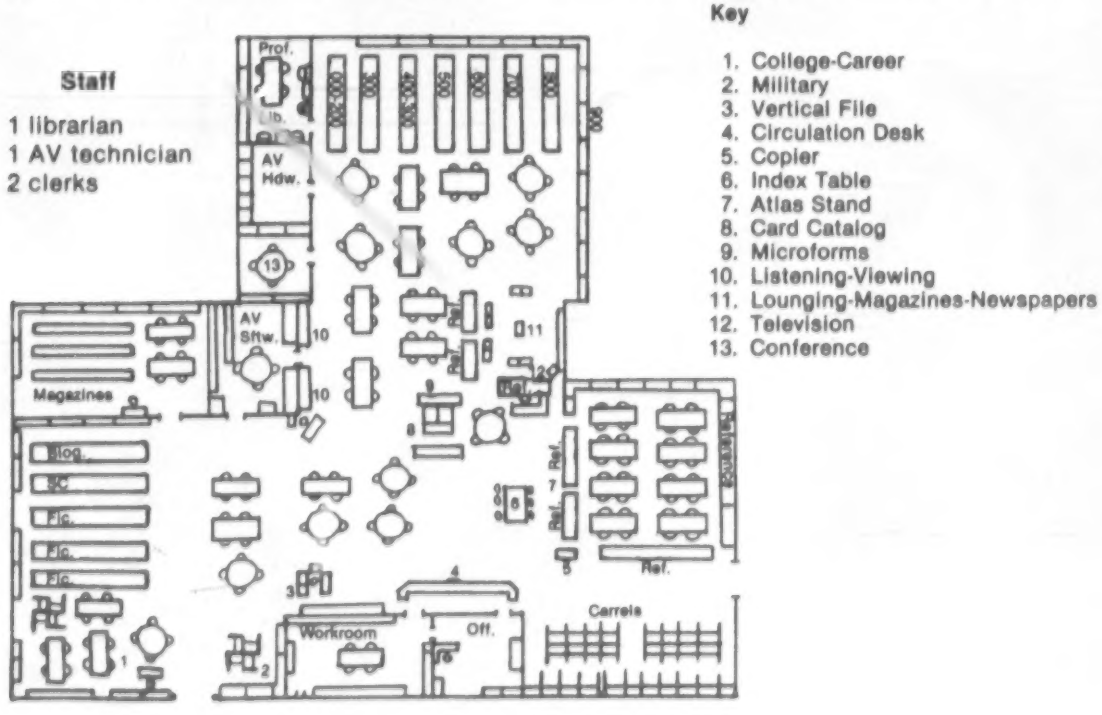
SHELVING:
40,000 books

SEATING:
259 students

HOLDINGS:
23,000 titles
1,328 microforms
4,020 audiovisual items
all forms AV hardware used in center

PROGRAM DESCRIPTION:

The L.V. Berkner High School Learning Resources Center supports a diversity of materials and programs of educational significance to assure success for students and teachers in curriculum and interest endeavors. There are areas for reading, listening, viewing, distributing, organizing, storing, producing instructional materials, and maintaining and repairing equipment. Also there are areas for large groups, small groups, and individuals—teachers as well as students. During a typical week 2,325 students use the media center. There is room for four classes, plus drop-ins.



Snyder High School
Snyder ISD
3801 Austin
Snyder, TX 79549

CONTACT PERSON:
Mrs. Durelle Gorman (915) 573-6301

GRADES:
9-12

ENROLLMENT:
840

STAFF:
1 full-time professional librarian
1 full-time clerk

FLOOR SPACE:
10,000 sq. ft.

HOLDINGS:
19,876 books
1,587 bound periodicals
185 sound filmstrip kits
75 cassettes, audio
96 cassettes, video
Subscriptions:
8 newspapers
60 magazines
Information file with current pamphlets, maps, etc.

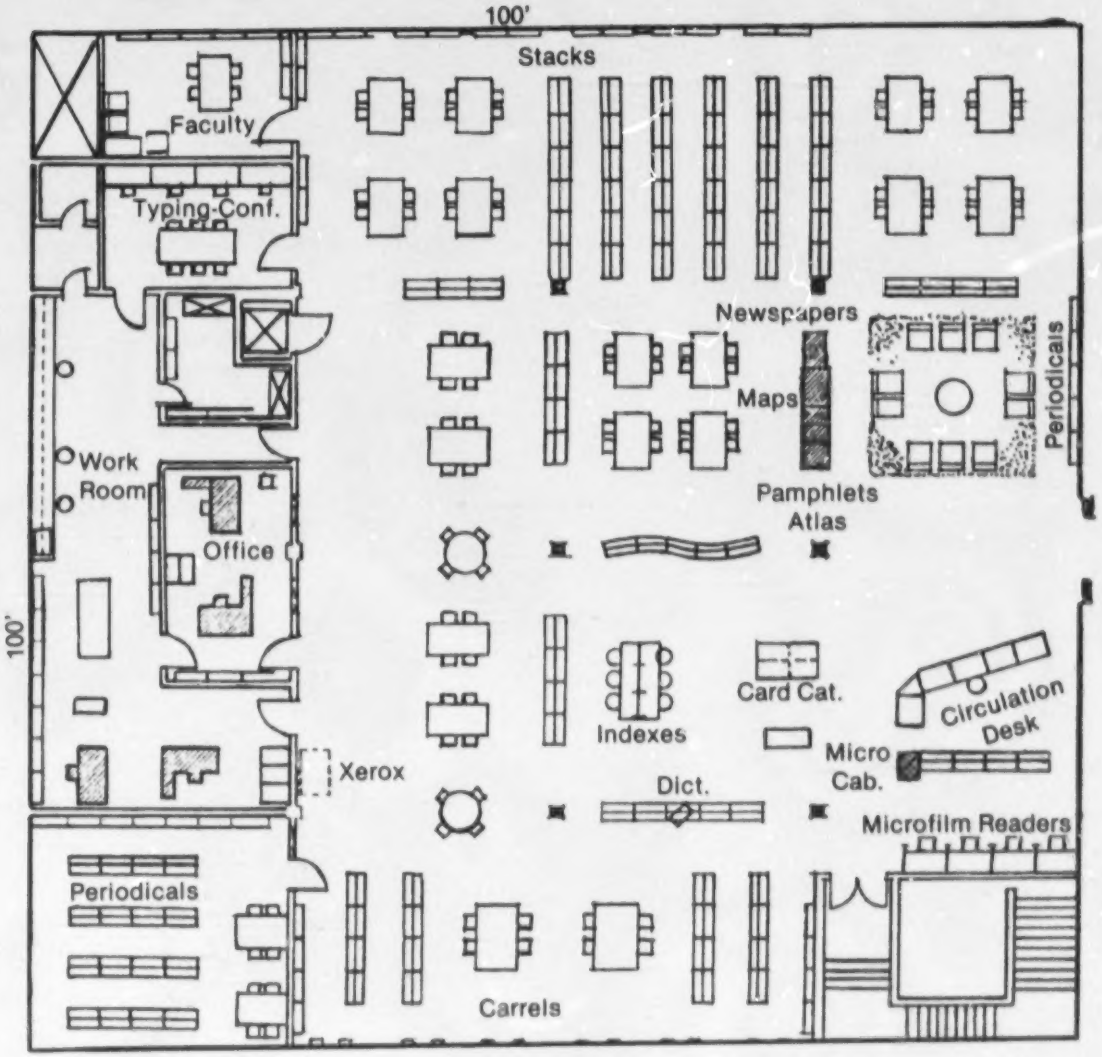
PROGRAM DESCRIPTION:

Snyder High School is located in a middle to high income neighborhood. The high school library was completed in 1975. The library is housed on the second floor of the Student Union Building, which is central to the operation of the school. Planning for the library was a cooperative effort by the superintendent, librarian, and architect. The seating capacity accommodates 130 students at any given time. The budget is approximately $10 per pupil.

There is a coin operated copy machine, sound filmstrip projectors, cassette player/recorders, and a video cassette recorder and television for faculty and student use. There is a stereo record player and 8 track combination sound system with wireless speakers for the reading room. One area of the library is equipped with a wireless loop for listening purposes. Additional audiovisual equipment (filmstrip projectors, record players, 16mm projectors, etc.) are housed in another department, the instructional materials center.

Class use of the library is good. There is a flexible scheduling system whereby teachers may reserve time for their classes when needed. Individual students come from classes with passes or freely before and after school and during lunch and advisory periods. Almost all materials may be checked out.

Continuing efforts are made to publicize facilities and services of the library. Students and teachers use the library extensively and are made aware of services through displays, special bibliographies, and lists of acquisitions. The staff welcomes opportunities to be of help in locating and using materials.



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16. Individual Study Area
17. Storage

Spring Woods High School
Spring Branch ISD
955 Campbell Road
Houston, TX 77024

CONTACT PERSON:
Mrs. Kathryn Thompson, Director, Learning Media Services (713) 464-1511, Ext. 280-281

GRADES:
9-12

ENROLLMENT:
1,684 students
98 teachers
16 teacher aides

FUNDING:
$21,630 (includes all resources in function 22: library books, magazines, AV materials, AV equipment and replacement parts, and library supplies)

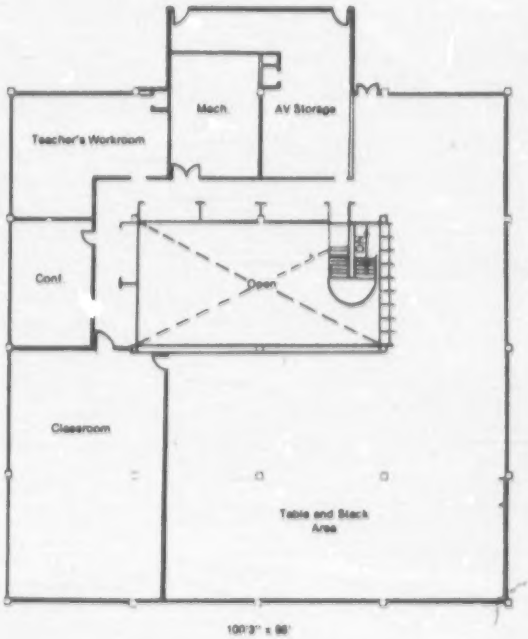
HOLDINGS:
Books, 25,586 volumes
Paperbacks, 616 volumes
AV media, 3,258 titles,, cataloged by sets.
Magazines, 158 titles
Magazines, 47 titles in microform
Newspapers, 3 titles

PROGRAM DESCRIPTION:

Spring Woods High School provides access to, and management of, all kinds of resources, both materials and equipment, and helps teachers implement the library/media skills instruction as required in the district's curriculum.

It has a small video studio from which live broadcasts, as well as video tapes, can be sent to classrooms over a closed circuit video system. Assistance to students with reference and research projects is emphasized.

All resources, books and audiovisual materials, are cataloged and processed by the district's library processing center.



Stratford High School
Spring Branch ISD
955 Campbell Road
Houston, TX 77024

CONTACT PERSON:
Mrs. Kathryn Thompson, Director, Learning Media Services (713) 464-1511, Ext. 280-281

GRADES:
9-12

ENROLLMENT:
1,855 students
100 teachers
2 teacher aides

STAFF:
2 learning resources specialists
2 LRC aides
student and parent volunteers

FUNDING:
$33,884 (includes all resources in function 22: library books, magazines, AV materials, AV equipment and replacement parts, and library supplies)

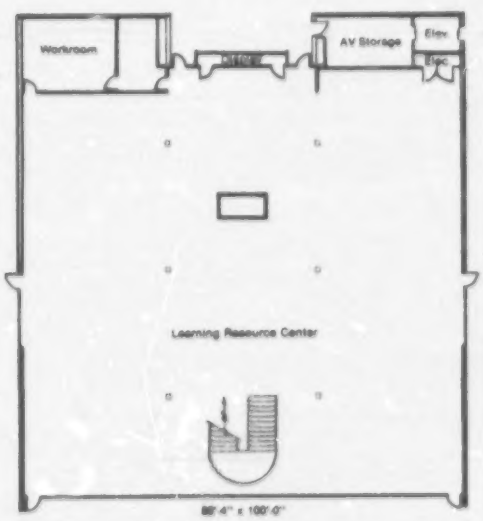
HOLDINGS:
Books, 15,970 volumes
Paperbacks, 632 volumes
AV Media, 2,145 titles, cataloged by sets
Magazines, 151 titles
Magazines, 26 titles in microform
Newspapers, 7 titles

PROGRAM DESCRIPTION:

Stratford High School provides access to, and management of, all kinds of resources, both materials and equipment, and helps teachers implement the library/media skills instruction as required in the district's curriculum.

It has strong programs of assistance to teachers in media production and in helping students with research and reference projects. It coordinates broadcasts over the campus closed circuit video system.

All resources, books and audiovisual materials, are cataloged and processed by the district's library processing center.



Texas City High School
Texas City ISD
1800-9th Avenue N.
Texas City, TX 77590

CONTACT PERSON:
Mrs. Mary Hazel Landers (713) 948-2521, Ext. 306

GRADES:
9-12

ENROLLMENT:
2,100

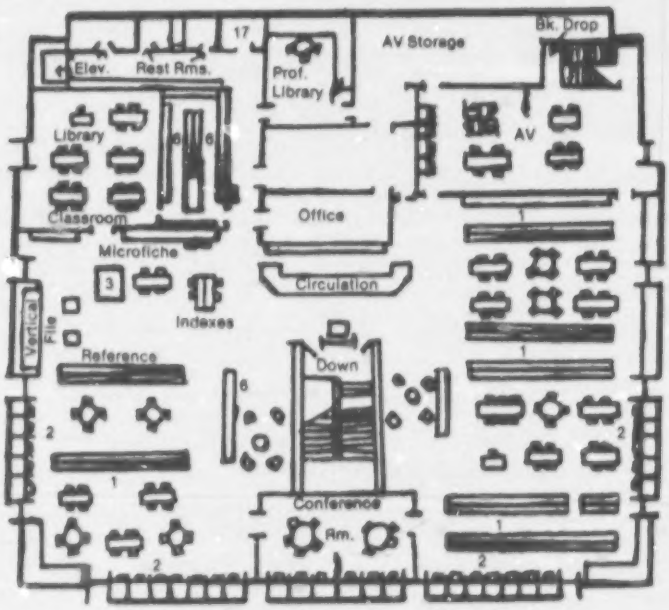
STAFF:
3 full-time professional librarians
3 full-time library aides

FLOOR SPACE:
10,830 sq. ft.

HOLDINGS:
24,702 books
1,357 filmstrip sets
1,144 audio recordings
16mm films:
856 district films and access to Region IV films
6,322 slides
Other:
Art prints, posters, charts, microfiche, microfilm, transparencies and other materials also available according to needs of curriculum

PROGRAM DESCRIPTION:

Texas City High School serves a stable and highly industrialized community in Galveston County. The library is centrally located above the Student Center and is opened at 7:30 a.m. and remains open to students and teachers until 4 p.m. It is air-conditioned and has a seating capacity of over 200 students or 4 complete classes per period. In addition, we have a Satellite Library to house our vocational media. It is located in the Vocational Center and also serves as our production area/film area. The library training for our student library assistants has been approved for state credit. Full support for the Texas City High School Library program is received from administrators, teachers, and students.



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14. Professional Collection
15. Classroom Area
16. Individual Study Area
17. Storage

Victoria High School
Victoria ISD
1110 Sam Houston Drive
Victoria, TX 79901

CONTACT PERSON:
Mrs. Kathryn McCombs (512) 575-7451, Ext. 67

GRADES:
9-12

ENROLLMENT:
2,350

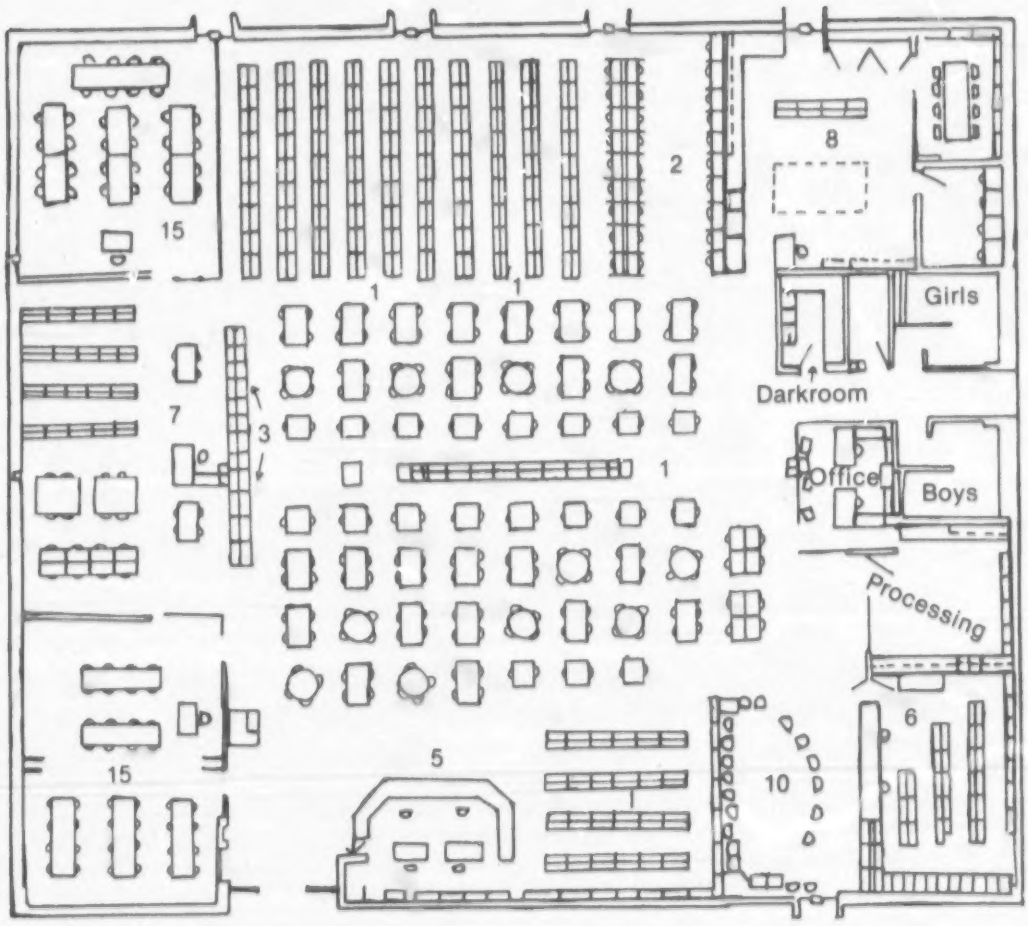
STAFF:
2 full-time librarians
4½ full-time aides

FLOOR SPACE:
14,200 sq. ft.

HOLDINGS:
31,000 books
6,000 AV items
151 magazine subscriptions
5 daily newspaper subscriptions

PROGRAM DESCRIPTION:

Victoria High School has a very modern learning resources center (LRC), located in a separate building with centrally controlled air, heat and humidity. Opened in 1977, the facility serves 2,500 students and 186 faculty/administrative staff, seats 356 or accommodates seven scheduled classes each period. Large increases are being reported in attendance, circulation, number of scheduled classes, audiovisual production and internal use of projected and other materials. The custom designed card catalog is thirty feet long and three drawers deep with the bottom row of drawers at counter height. Beneath the catalog are display cases for artwork, exhibits and trophies. The three conference rooms may be scheduled for career education and reference assignments or for viewing programs on closed circuit or cable television. The control console for video and audio programs serves the three conference rooms and ten study carrels; it is operated by an aide or student assistant from its location in the audiovisual center. A strong interlibrary loan and specialized search program is conducted through the College Learning Center, the public library and Region III Education Service Center. All ninth graders receive an extensive orientation program including skills development and individualized assistance with problems involving specific skills and content areas. Included in the daily school bulletin are notices concerning special programs or events that benefit the instructional program, and a monthly bulletin sent to all staff members publicizes new materials, educational television programs, and LRC news. Production services supply teacher requests for transparencies, ditto masters, laminated and dry-mounted items. Students have access to the darkroom and the production area to make audiovisual materials for class use. New ideas from teachers and students are welcomed and are incorporated into the program in so far as possible.



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San Diego Independent School District
609 Labbe Avenue
San Diego, TX 78384

CONTACT PERSON:
Mrs. Hortensia G. Serva (512) 279-3343, Ext. 43
or 279-3314

GRADES:
K-12

ENROLLMENT:
Approximately 1,650

STAFF:
1 full-time professional librarian
1 full-time teacher-assistant librarian
2 full-time aides
2 half-time aides

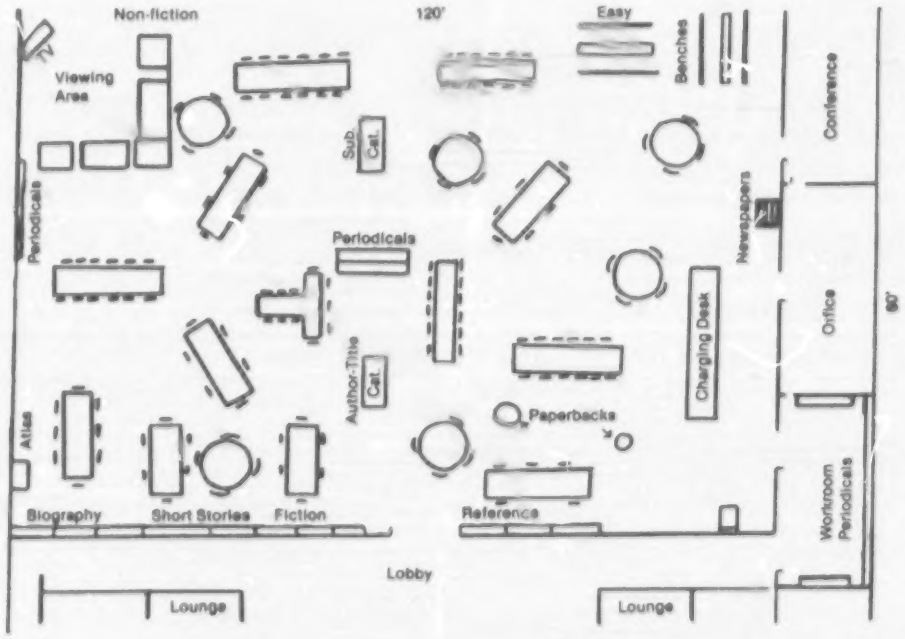
FLOOR SPACE:
7,200 sq. ft.

FUNDING:
Local funds

HOLDINGS:
approximately 12,900 volumes
11,700 titles

PROGRAM DESCRIPTION:

The library for the San Diego Independent School District is housed in a building located at the far northwest corner of the school campus. The building is ten years old, air-conditioned and carpeted. The seating capacity accommodates about 100 students at a given time. Since service is provided to the entire system, scheduling is definitely a necessity. The library opens at 8 in the morning and remains open until 5 in the evening. The library is strictly a "book" oriented library with equipment housed in each individual campus. The library provides many small group learning centers based on units being covered in the classrooms.



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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.